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ABSTRACT

This document is a stand-alone training package for staff development providers in rural small schools. Based on research and best-practice information, the school improvement model used promotes cooperation, content transferability, and adaptations for long-term program maintenance. The underlying assumptions of the model are that when school improvement is to be brought about through staff development, the staff development should be: (1) related to district goals and priorities; (2) focused on the school as the unit of change; (3) planned and implemented by a school leadership team; (4) "participant-oriented"; (5) an ongoing process; and (6) incorporated into the district's planning process. School leadership teams are an integral part of the process. This training is designed to be given in 2 days to a group of 10-30 participants. Each section of the manual contains objectives, preparation, an overview, a trainer script, transparencies to use with the training, and resource and supplemental materials. Sections: (1) establish the context in which systematic staff development occurs in relation to the history of the effective school movement; (2) define the purpose and composition of the school leadership team; (3) discuss the relationship between district priorities and school goals, and the rationale for conducting a needs assessment; (4) describe the elements in designing staff development activities; (5) explore the steps in implementing a new practice; and (6) address the skills needed for effective team functioning. (SV)

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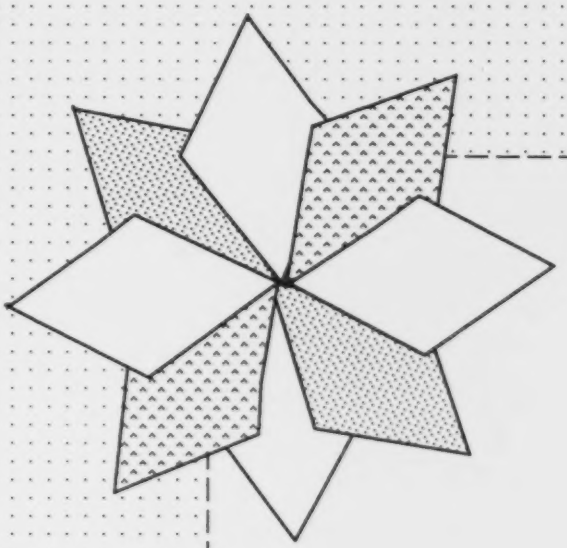

Patterns for Country Stars: Systematic Staff Development for Rural, Small Schools

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Introduction

"*Patterns for Country Stars: Systematic Staff Development for Rural, Small Schools*," is a training package designed for use by those who provide training and technical assistance to rural, small schools involved in school improvement efforts. These providers may be staff members from state departments of education, intermediate agencies, institutions of higher education, professional organizations, and local education agencies. Training providers are encouraged to offer the training to key administrators and teachers so that they, in turn, can implement the process of systematic staff development in their schools. In this manner, the training will be cost efficient and will have an impact on the greatest possible number of schools in the region.

Based on research and best practice information relevant to school improvement efforts in rural, small schools, the Systematic Staff Development for Rural, Small School Improvement model (Figure 1) promotes cooperation, content transferability, and adaptations for long-term program maintenance (Killian & Byrd, 1988). The underlying assumptions of the model are that when school improvement is to occur through staff development, the staff development is:

- related to district goals and priorities;
- focused on the school level as the unit of change;
- planned and implemented by a school leadership team;
- "participant-oriented," involving participants in planning, implementation, and evaluation activities;
- an ongoing process; and
- incorporated into the district's planning process.

The Systematic Staff Development for Rural, Small School Improvement model begins at the school district level with the mission statement and the setting of district priorities. These priorities set expectations and serve as guides to leadership team members at each school as they work with the faculty to establish school improvement goals.

School leadership teams are an integral concept associated with the model. They provide opportunities for teachers to broaden their roles in the school improvement process and provide an atmosphere that is conducive to change (Sparks & Hirsch, 1990). The school leadership team uses information from the needs assessment process to study the factors that have an impact on the school improvement effort. The needs assessment findings are used to develop and prioritize the school improvement goals and determine the means for achieving and measuring progress toward these goals. Systematic staff development objectives are identified and school action plans developed. The action plans provide direction for the content and format of the training and follow-up assistance activities. Ongoing feedback to participants is provided throughout the improvement process and progress is measured during interim periods as well as at a final point. Program evaluation is viewed as an essential element of long-term maintenance of the school improvement effort. The evaluation information is incorporated into the school and district-wide planning and review process.

Systematic Staff Development for Rural, Small School Improvement

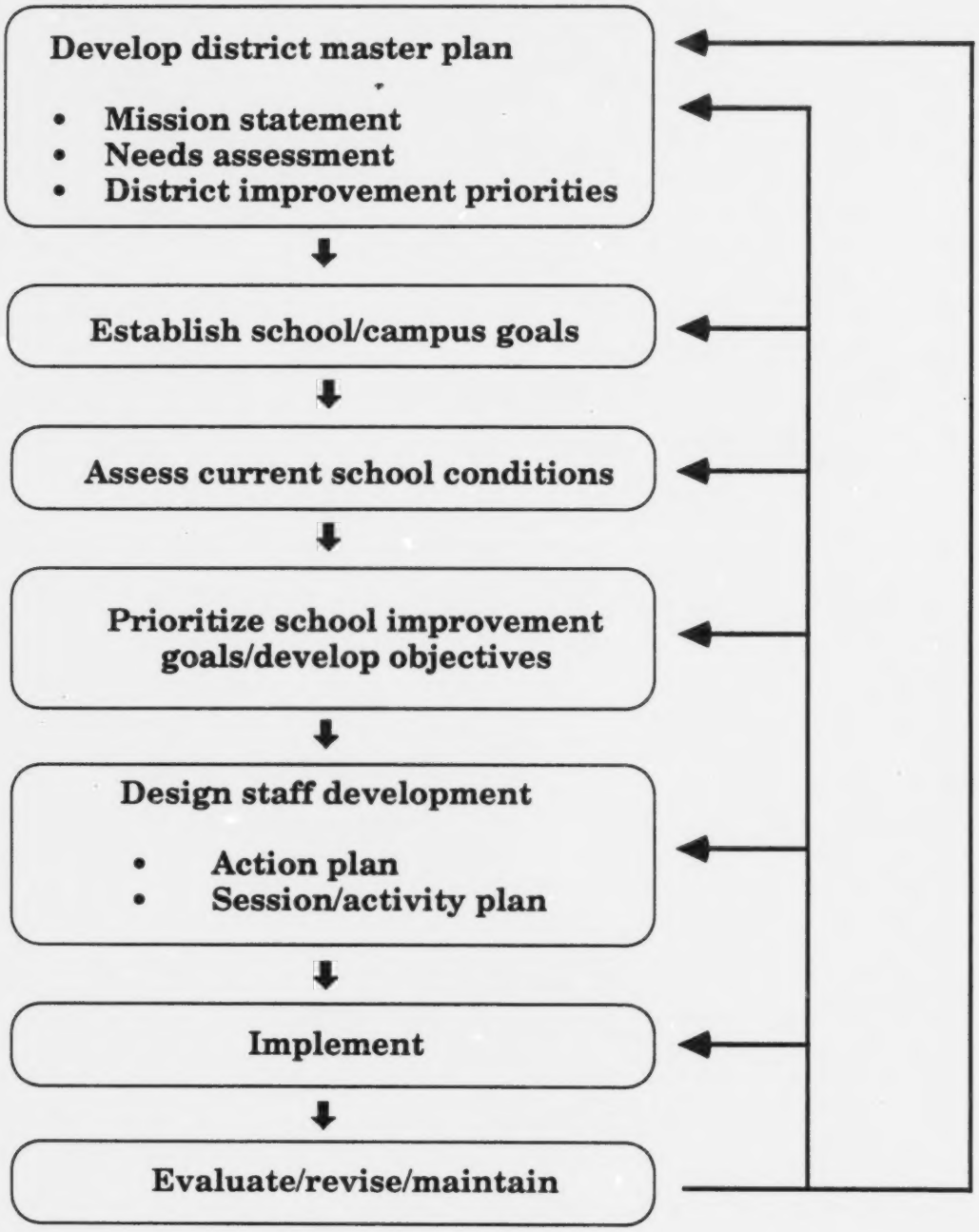

Figure 1

Content of the Package

Section I. **The School Improvement Process and Systematic Staff Development** establishes the context in which systematic staff development occurs. Current research regarding effective schools is reviewed, and the correlates of effective schools are discussed in relation to the characteristics of effective rural schools. The major steps in the school improvement process, including developing the district mission statement, identifying district priorities, developing a master plan, and developing a school improvement plan are described. Systematic staff development is defined, and the characteristics of effective systematic staff development are presented.

Section II. **The School Leadership Team** establishes a rationale for the school leadership team and defines the purpose and composition of the team.

Section III. **School Goal Setting and Needs Assessment** establishes the relationship between district priorities and school goals and provides the rationale for conducting a needs assessment. Sources of data are reviewed. Practice is provided in analyzing school data and developing objectives for a staff development action plan.

Section IV. **Action Plans for Staff Development** addresses the elements of designing staff development activities, including considerations regarding the audience, the sequence of objectives, teaching strategies, activities, and materials. Activities to facilitate the implementation of the new practice are also discussed.

Section V. **Implementation and Evaluation** explores the steps needed to facilitate the implementation of a new practice. Aspects of incorporating a new practice into the regular planning process for the district are discussed, and the role of evaluation in the ongoing process of systematic staff development is described.

Section VI. **Team Building** establishes a rationale for addressing the skills needed for effective team functioning. Discussion and activities are provided for topics including group problem solving, leadership development, conflict management, and the change process.

Using This Package

This package is designed for use as a stand-alone training package for staff development providers. Components of the package include:

- a script that the trainer may use for delivering the activities;
- transparencies to use with the training; and
- resource and supplemental materials.

The script is provided for the trainer as a guide and reading it verbatim to the participants is not recommended. References and additional resources addressing related topics are provided at the end of each section. Simulation and other types of activities are provided to guide participants through the systematic staff development planning process. Use of specific activities should depend on the backgrounds and needs of the participants. Trainers can offer the entire training over a two-day period, or in several shorter sessions, focusing on individual sections of the manual, again depending on the training time available and the participants' needs.

The training and the activities are structured for an audience ranging in size from ten to thirty participants. Since small group activities are used throughout the training, the participants should be seated at tables with five or six chairs. Provisions for a training assistant should be made for large groups.

Introduction: References and Resources

Eitington, J.E. (1989). *The winning trainer.* Houston, TX: Gulf Publishing Co.

Killian, J.E., & Byrd, D.M. (1988). A cooperative staff development model that taps the strengths of rural schools. *Journal of Staff Development, 9*(4), 34-39.

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Orlich, D.C. (1989). *Staff development: Enhancing human potential.* Boston: Allyn & Bacon.

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Sparks, D., & Hirsch, S. (1990). Staff development programs for the 1990's. *Education Week, 9*(33), 40-41.

Trainer's Notes

Section I

The School Improvement Process and Systematic Staff Development

Objectives:

Identify characteristics of effective rural, small schools.

Review the effective schools correlates.

Review the school improvement process and apply the process to Suncreek School District.

Discuss assumptions about school improvement.

Discuss the characteristics of effective staff development.

Discuss the process of systematic staff development and its role in school improvement.

Requirements:

Advance Preparation:

Reproduce and cut up indicators on Handouts I-2a through I-2c, one set for each group.

Time:

Approximately 1.5 hours

Trainer materials:

Transparencies I-1 through I-38
3 blank transparencies and transparency pens

Trainee materials:

Handouts I-1 through I-10
Simulation Materials 1-3

Overview of the Training

During this training, you will become familiar with the process of school improvement and the role of systematic staff development. In the first part of the training, we will study:

- the research findings related to effective rural, small schools,
- the school improvement process, and
- the systematic staff development process.

tp I-1

The middle part of the training focuses on the design and implementation of systematic staff development at the school or campus level. You will study the steps of:

- establishing school improvement goals,
- examining school data to prioritize school improvement goals,
- designing staff development action plans and activities,
- implementing the new program or practice, and
- evaluating and maintaining the new program.

The last part of the training will focus on the school leadership team, and the process of team building. The school leadership team is essential to the process of school improvement, and is vital in expediting change.

Throughout the training we will be using data from Suncreek School District, a fictitious district, to apply the concepts we are discussing. This simulation will lead you through the process of systematic staff development, and will provide you with an opportunity to practice – with a school other than your own!

Do any of you have any questions about what we will be doing in this training?

Visions of Effective Rural Schools

tp I-2 What is your vision of an effective rural school? Picture a rural school in years gone by. A rural school often evokes an image of a one-room schoolhouse with a bell on the top. There may be a large stove in the middle of the room. Children of all ages work on assignments with a slate or notebook. The teacher lives in a room or little house in the back of the school and is always available for a game of checkers or extra help with school work. Cows and chickens may be grazing nearby, and a dog or two are waiting by the schoolhouse door. The vision of a one-room rural schoolhouse still evokes nostalgia on the part of many educators.

tp I-3
tp I-4 Times have changed! Few of today's rural schools resemble the pastoral image of the one-room country schoolhouse. What does the rural school of today look like? There are many configurations for rural schools. Some may include a consolidated high school or have a separate elementary and secondary campus. Some look as modern and complex as urban schools or a community college. Frequently a satellite dish can be found in the school yard. The rural economy may no longer focus on agriculture. Large yellow school buses dot the rural landscape.

What other characteristics can you describe?

Allow time for responses.

tp I-5 Rural schools are as diverse as the rural communities they serve. About 1/4 of Americans or 56 million people live in nonmetropolitan areas spread across 2,400 of America's 3,100 counties. School size, isolation and close links between rural schools and communities present unique challenges and opportunities for rural educators.

One of the most encouraging developments in education research is the discovery that many rural schools **are** very

effective. In his 1980 report prepared at the request of the National Institute for Education, Paul Nachtigal consistently found the following characteristics in effective rural schools:

tp I-6

1. Classes are smaller and instruction is more individualized.

2. Teachers know their students' strengths as individuals and often know their family backgrounds, thus ensuring a better "fit" between the instructional program and the student.

3. Each student in a rural school serves an important function in the ongoing life of the school, and has a much greater chance for participating in all aspects of the educational program.

4. There is more room for flexibility, enabling the school to capitalize on the strengths of individual teachers.

5. School board members are known as individuals, providing the opportunity for broad participation in policy formulation.

6. A minimum amount of bureaucratic structure allows a higher percentage of financial and personal resources to be devoted to the instructional process and a smaller percentage to systems maintenance. Since "time on task" is one of the major factors in effective teaching, small schools have the potential for being even more efficient than large schools.

The study makes it clear that if small schools use their flexibility and their ready access to the world outside the classroom door to their advantage, learning can indeed be substantially more powerful than it can be with just textbooks.

For instance, studying history and learning to write by interviewing local citizens and by capturing information from the memories of senior citizens can make this subject come alive. Learning the concepts of government by attending town council meetings can give real meaning to a civics or government course.

Easy access to the rural countryside provides an excellent setting for a "living laboratory" for the study of biology. One school in rural New Mexico uses its surrounding environment as the basis of instruction across all content areas. The students at this school can express their relationship with the environment through creative writing, mathematics, and science. Likewise, lumbering and mining activities offer practical problems in balancing the need for resources with the preservation of the environment.

On the other hand, urban schools may be forced to simulate many of these experiences through textbooks and other learning aids. With a little creativity and ingenuity, the flexibility and ready access to the world outside the classroom door of rural schools can indeed be a powerful learning tool.

Effective School Correlates and Their Indicators

The effective schools movement is a dynamic force in education today. The large body of research that forms the foundation of this movement produced common characteristics or conditions for school effectiveness. The presence of these characteristics in schools seem to be interrelated rather than causal; hence the label "correlates."

tp I-7 The correlates common to most of the studies are:

- instructional leadership,
- a safe and orderly school climate,
- high student expectations,
- a clear instructional focus, and
- monitoring or measuring of student progress.

tp I-8 A high degree of parental involvement increases the school's effectiveness in all the correlate areas. These correlates operate within an organizational setting with its own distinctive "culture" of shared values, habits, and patterns of interaction.

ho I-1

For more information about the effective schools movement, turn to Handout I-1, "The Effective School Movement: Its History and Context," by Betty Mace-Matluck. This article reviews the effective schools movement. Please use it as a resource for additional information about the background of the effective schools movement.

Before proceeding any further, a word of warning about the correlates of effective schools. Let us examine some caveats:

tp I-9

1. The research is correlational, not causal.
2. All correlates are necessary and must be addressed.
3. The single school is the unit of change.
4. The research emphasizes change in the total school culture.

Once again, the school effectiveness research is "correlational," not causal. We do not have studies that show that a principal with strong instructional leadership can "cause" effectiveness. We do, however, have studies which show that in an effective school, there is a strong instructional leader, and it is not necessarily always the principal. It can be a teacher, a supervisor, a coordinator, or another director. Also, we don't have studies that suggest that measuring student achievement "causes" effectiveness. We do, however, have studies suggesting that in effective schools, educators monitor and measure student progress.

Additionally, research doesn't point to one correlate as being more important than another - **ALL** of them seem to occur together and at the same time. And schools that desire to work toward effectiveness must address all the factors.

Third, the research points to the single school as the unit of change. While it is possible, and no doubt certainly desirable, for whole school districts to improve, change

generally occurs school by school, one school at a time. District level support for campus-based decision-making and budgeting facilitates this change.

Fourth, the research emphasizes change in the total school culture. School-wide change and classroom change must occur at the same time.

tp I-10
tp I-11

Let's review the effective schools correlates and see how they relate to rural effective schools. Do rural effective schools have these characteristics?

Allow time for participants to respond.

ho I-2

Turn to Handout I-2.

This handout has examples of indicators of each of the correlates. Indicators are conditions which can be observed in the school. Each group will receive a set of these indicators already cut up. See if you can match the indicators to the correlates.

Take 10 minutes to do this activity in small groups.
tp I-12 *Have each group give answers to one of the correlates sections and check with answer sheet (transparency 1-11). Write numbers on transparency. Ask large group for any additional responses. Reveal answers.*

These indicators are characteristic of all effective schools, whether rural, urban, or suburban. When these factors are not present, their absence may act as a barrier to school improvement efforts. Rural educators must search for the most effective ways to improve their schools.

Conditions Which Affect School Improvement

tp I-13

Effective rural schools and districts are realistic and creative in the ways they solve problems to improve their schools. Effective rural schools focus on the interactions of the individuals within their schools and actively work

to overcome conditions such as the inaccessability of services and lack of resources such as time, money, and materials. These conditions must be identified and addressed prior to engaging in the process of school improvement.

ho I-3 Find Handout I-3 in your materials. Meet with the other members of your group to answer the questions, and we will reconvene in 15 minutes to discuss your answers.

Suggested Discussion :

Conditions that Affect Rural School Improvement Efforts

1. In a recent study, Killian and Byrd found that teachers in rural, small schools perceived administrative support when the administrators did not "impede" their efforts to implement change. Is this perception shared by teachers in your school? Do you think teachers in urban schools have a different perception of administrative support?

   Teachers in rural, small schools recognize that their school administrators often have many differeing roles and responsibilities. Change in many rural, small schools often occurs at the classroom level, rather than the school-wide level, underscoring the autonomy of the teachers.

2. Effective schools provide recognition and rewards for teaching. Each individual needs to feel that his or her contribution is needed, and that the contribution is for something worthwhile. List incentives that motivate teachers, and indicate which is the most effective, which is moderately effective, and which is the least effective.

   In a review of ninety-one reseach studies, Wade found that the most effective incentive was being selected to represent a program through designation or competition. Receiving college credit was moderately effective, followed by release time. Pay and certification renewal had only small positive effects.

3. Failure to integrate improvment into the system has been identified as one of the barriers to school improvement. A history of short-term improvement can result in the participants' indifference to new projects.

4. Effective schools have a purpose that is communicated to all participants through clear goals and core values. A related finding is that high expectations and recognition of achievement occur at every level. How do administrators communicate these values? What are indicators of these values among teachers? How do you know that students share these values?

5. The nature and extent of faculty factions and tensions play an important process. Staff need to feel comfortable and committed to the improvement process. What are some strategies that can be used to increase positive communication and strengthen relationships?? What are some reasons that some staff members become "nonparticipants?"

An Overview of the School Improvement Process

Many successful models for school improvement have resulted from the effective schools research, recent education reform legislation, and program development efforts.

tp I-14 The school improvement process is a shared process in effect at the district and school levels. A school-based improvement program needs to be an integral part of the overall district-wide effort. The district-wide improvement effort will not be productive without the flexibility for each school to design its own improvement efforts. Individual schools respond in distinct ways to meet the needs of their students.

Let's look at a "snap-shot" of the school improvement process.

tp I-15

The school improvement process generally includes six major steps:

1. Developing a district mission
2. Identifying district priorities
3. Establishing priority goals
4. Developing a master plan
5. Developing and implementing school-based improvement plans
6. Evaluating the results of school-based and district-wide improvement efforts.

Let's briefly review each of the six steps. After we review the steps, we will look at a rural district and discuss possibilities for its school improvement plan.

1. Developing a district mission

The mission statement of the district reflects the broad educational goals for students in the district. It is based on the philosophy and belief statements of the education community.

The importance of going through the process of developing a mission statement for a school district cannot be overestimated. Although such a statement is thought to be very broad and general, it should reflect the community's culture and should be individualized enough so that those who operate under it can feel pride of ownership. Its development should be a joint effort of the school and community.

tp I-16
tp I-17
tp I-18

Here are examples of mission statements.

Discuss with participants. Ask participants to identify the strengths and/or weaknesses of each.

2. Identifying district priorities

tp I-19

In order for the mission statement of a school district to become a reality, it is first necessary to look at current education conditions. Districts collect data on indicators of effectiveness including campus data, staff data, student data, and information related to instruction and curriculum. A district committee, including the superintendent and other representatives from the central office staff, teachers, support personnel, and community members, should review this data and determine district-wide improvement priorities.

ho I-4a
ho I-4b

Let's look at the different types of data. Look at Handout I-4 and briefly review the data resources available to the district committee.

Ask participants to add data resources to each area.

The district committee would select data to study and analyze. They may also need to develop new data sources for additional information. For example, the district may wish to administer a perceptual survey to selected community and district personnel. Look at Handout I-5, it is

ho I-5

a sample perceptual survey based on the effective schools correlates. What information could you get from the survey results?

blank tp

Write on blank transparency. Possible responses include :

- *different perceptions of teachers, administrators, and parents*
- *varying perceptions between schools*
- *the effectiveness of specific correlate areas*

3. Establishing priority goals

tp I-20

The district-wide committee develops and prioritizes the improvement goals based on the data. They look at those goals that are most important to address in achieving their school mission.

4. Developing a written master plan

tp I-20 * The prioritized school improvement goals are then developed into a district-wide master plan for school improvement. All the goals are written verifiable, attainable, and quantifiable. They contain indicators to measure achievement and include objectives, strategies, personnel, and resources. System-wide approval and effective communication with the community are an important part of the master plan.

* *(Note: Keep I-20 up through Point # 6)*

5. Developing and implementing school-based improvement plans

tp I-20 Each school develops, implements, and evaluates its own school improvement plan based on the priority goals and vision of the district. They are a part of the master plan. We will review and discuss these in greater detail later in the workshop.

6. Evaluating the results of school improvement efforts

tp I-20 Evaluation is critical to the success of any program. Ongoing evaluation provides information which permits adaptation to fit the needs of the students, and provides flexibility which is important to staff members. Annual or summative evaluation supplies planning information to decisionmakers at the district- and school-levels, provides opportunities to recognize participants, and reports progress to school leadership teams and participants.

Rural School Improvement

Rural school educators and community members are as concerned about school improvement as their counterparts in urban and suburban districts. However, rural schools may have to modify the improvement process due to factors unique to rural areas.

ho I-6
sim 1-3

Let's look at an example of how this process might work with a rural school district. We are going to be using Handout I-6 and Simulation Materials 1-3. First, divide into groups and use the simulation materials to review the information about Suncreek School District. Second, look at the worksheet on Handout I-6. We will use the information about Suncreek to answer the questions.

Review information and questions with participants. Give them 20 minutes in small groups and then ask them to report their results for each question.

Systematic Staff Development

tp I-21

The underlying assumption of this training is that the school improvement process at the district- and school-levels includes effective and systematic staff development.

What is systematic staff development? Let's look at the definition of the three words.

tp I-22

Systematic:

- having, showing, or involving a system, method or plan;
- characterized by a system or method, methodical;
- arranged in or comprising an ordered system;
- pertaining to, based on, or in accordance with a system of classification.

tp I-23

Staff:

- a group of persons, such as employees charged with carrying out the work of an establishment or executing some undertaking.

tp I-24

Development:

- the act or process of developing; progress;
- the act of improving capabilities so that a more advanced or effective state is achieved.

Let's put the three words together to define systematic staff development. In your small groups, define "systematic staff development" using these definitions or your own. Try to keep your definition under 25 words.

Give participants 10 minutes to write their definition.

blank tp

Trainer should call on various groups to give their definitions and should write them on a blank transparency. Differences and similarities could be compared.

tp I-25

For our purposes we will use this definition:

Systematic staff development for rural school improvement is a continuous, planned, sequential process used to design inservice programs relevant to the campus and district's priority school improvement goals.

What is the difference between systematic and episodic staff development? Episodic staff development occurs in isolated episodes that are generally discrete, separate intervals of exposure to new ideas, processes or materials. There is little or no follow-up to the training. What are the disadvantages to this "one-shot" training?

Have participants give disadvantages. Examples include:

- *no follow-up for additional assistance*
- *difficult to fit into programs or curricula*
- *no relationship to goals or priorities.*

ho I-7

Let's review some components of effective systematic staff development. Use Handout I-7 to follow along.

Effective systematic staff development programs are characterized by these practices:

Trainer can expand on each one:

tp I-26 1. Program goals and objectives stem from a systematic needs assessment process and relate to campus and district goals.

tp I-27 2. Campus teachers and administrators are involved in the selection of staff development activities and the design of programs related to campus improvement goals.

tp I-28 3. Participants' skill and knowledge are assessed, determined, and incorporated into a program.

tp I-29 4. Theory, skills, and rationale for change in practice are presented.

tp I-30 5. Varied activities to promote individual and group learning are included.

tp I-31 6. Modeling, demonstration, and practice are included.

tp I-32 7. Program content and process are evaluated by participants.

tp I-33 8. Follow-up activities include such strategies as peer coaching and access to trainers and other resources.

tp I-34 9. An ongoing program evaluation gathers information from participants and others as appropriate.

tp I-35 10. Evaluation results are used to plan future staff development and assess accomplishment of goals.

ho I-8 Use Handout I-8, the "Staff Development Report Card" to evaluate your most recent staff development or inservice activity. Think about your **most recent** session, not the one you led, or the best, or the worst, but the most recent.

Now, using the Report Card, evaluate as many of the characteristics of the training as you can. Add up your points.

Give participants 5 minutes to complete the worksheet.

tp I-36

Let's see what the results are as a group. There are 100 total points. How many of your scores were in these ranges?

85 - 100
70 - 84
55 - 69
30 - 54
under 30

Who had the highest score? Why did you rate your workshop so high? Who had the lowest score? Why? What do you consider the weakest area?

You may want to use this Report Card as a tool to evaluate your overall staff development program, as a checklist when you are designing an activity, or as a session evaluation instrument.

Systematic Staff Development and the School Improvement Process

Let's look at the process of systematic staff development for school improvement. We have already discussed the characteristics of an effective rural school and reviewed the major steps in the school improvement process. We have also discussed the characteristics of effective systematic staff development.

ho I-9

How does it all fit together? Turn to Handout I-9, "Characteristics of Effective Staff Development," and let's review the process.

Review the process with participants. Emphasize the following:

- the process is continuous, planned, and sequential,
- needs assessment and data are used to establish district and campus goals,

- content is based on educational research,
- the staff development process for school improvement relates to the mission and goals,
- the process is continually being evaluated.

tp I-37 Let's review our definition of systematic staff development for rural school improvement. We have shown it is:

- continuous
- planned
- sequential
- based on needs assessment
- related to district and campus improvement goals

tp I-38 If we depict the process of systematic staff development in a model, it could look like this:

Display Transparency I-38.

ho I-10 We begin at the district level with the development of the district's mission statement. Based on the parameters of the district's mission, priorities are set. These priorities are interpreted at the campus level and made appropriate to the context.

The next section of our training will focus in detail on systematic staff development at the campus level. We will also look at the Suncreek School District and use our process to design an effective staff development program for school improvement.

Section I: References and Resources

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Trainer's Notes

The Effective Schools Movement: Its History and Context

An SEDL Monograph
by
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THE EFFECTIVE SCHOOLS MOVEMENT: ITS HISTORY AND CONTEXT

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The Effective Schools Movement responds to the premise that "Society expects schools to teach all students the basic skills" (Gauthier, 1986). The public demands, and rightly so, that schools be effective in providing all students with those essential skills needed to become contributing members of our society. With mounting evidence that significant numbers of U.S. citizens emerge from schooling without such skills, making schools more effective for all students has become an overarching challenge facing today's educators.

Gauthier, W. Jr. (1986, November). School improvement: State perspective. Paper presented at the Regional School Improvement Meeting for Demonstration School Sites. Southwest Educational Development Laboratory, Austin, Texas.

Schools across the country, often spurred by legislated reforms and/or coaxed by state departments of education, have accepted the challenge by designing and implementing "effective school programs" or "school improvement projects" based on what has become known generically as the "effective schools research." That research, and the guidance it offers for school improvement efforts, have become "hot" items.

In its efforts to support school improvement as a regional educational laboratory, Southwest Educational Development Laboratory (SEDL) has been systematically examining and applying the "effective schools literature," one product being a two-volume set of materials (Mace-Matluck, 1986a; 1986b) developed as a reference for school personnel launching school improvement efforts.

Mace-Matluck, B. J. (1986a). *Research-based strategies for bringing about successful school improvement*. Austin, TX: Southwest Educational Development Laboratory.

Mace-Matluck, B. J. (1986b). *Research-based tools for bringing about successful school improvement*. Austin, TX: Southwest Educational Development Laboratory.

As SEDL researchers began production of this two-volume reference, the challenge of organizing and synthesizing the so-called "effective schools literature" proved much greater than anticipated. There was no consensus in the field about the parameters of this literature; so parameters had to be drawn, defining what might be included.

There was also considerable variation in how people seemed to be defining such terms as "school improvement efforts" and effective schools "projects" or "programs." A

particular difficulty lay in the distinctions between "correlates" of effective schools as opposed to "characteristics" of effective schools as opposed to "variables associated with" effective schools. Debate surrounded the issue of what is an acceptable "measure" of a school's effectiveness, and further, how one defines an "effective" school -- or an "ineffective" school, for that matter.

Rightly or wrongly, SEDL staff set parameters, defining what represented "the literature," and information was gleaned that promised to be most useful for school personnel to have at their fingertips when designing and implementing a school improvement project based on the effective schools research. A spin-off from that effort was an enhanced understanding of the context and history of this research and its literature -- an understanding that has its own benefit of perspective for planners or practitioners who seek to implement an "effective school" program. That context and history is the topic for this paper.

This document traces the development of the Effective Schools Movement from its early beginning in the late 1960s. A useful framework for this history, in the form of "four critical periods," has been described by Larry Lezotte (1986). Using Lezotte's framework of dates, this paper examines major events of and influences on the movement; some key concepts, terms, and definitions that are frequently encountered in the literature are reviewed; and some of the important studies relevant to each of the periods are identified and discussed in light of their characteristics and contributions to the effective schools research. Included also is a brief discussion of attempts to apply the findings of the "school effects" research to the improvement of student achievement. Concluding the paper is a series of questions and concerns that have lingered or are emerging as the Effective Schools Movement has gained wide-spread attention and acceptance.

Lezotte, L. W. (1986, April). School effectiveness: Reflections and future directions. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California. (ERIC Document Reproduction Service No. ED 274 047)

Lezotte (1986) has identified four "critical" periods that mark the epochs of the Movement's evolution: 1966-76, 1976-80, 1980-83, and 1983-present. Examining the literature lying between each of these milestones, we can form a picture of what the Movement is and isn't, where it came from and is going, what is solid and what is unknown.

1966-1976

The first critical period spans 10 years whose major events included input/output equity studies, the first searches for effective schools, and outlier studies.

Input/Output Equity Studies

Early inspiration for the Effective Schools Movement can be said to lie in a group of studies that attempted to examine whether school resources (e.g., ratio of adults to children; number of books in the library) were associated with student outcomes (typically, performance on standardized achievement tests). This research can be generically described as input/output equity studies. Most notable among these are the well-known Coleman study (Coleman, Campbell, Hobson, McPartland, Mood, Weinfield, & York, 1966) and another by Jencks and his colleagues at Harvard (Jencks, Smith, Ackland, Bane, Cohen, Gintis, Heyns, & Michelson, 1972).

Coleman, J. S., Campbell, E. O., Hobson, C. J., McPartland, J., Mood, A. M., Weinfield, F. D., & York, R. L. (1966). *Equality of Educational Opportunity*. Washington, DC: U. S. Office of Education, National Center for Educational Statistics.

Jencks, C. S., Smith, M., Ackland, H., Bane, M. J., Cohen, D., Gintis, H., Heyns, B., & Michelson, S. (1972). *Inequality: A reassessment of the effect of family and schooling in America*. New York, NY: Basic Books.

In 1964 Congress passed the "Civil Rights Act," which sought to ensure equal rights of all citizens, including equality of educational opportunity in public schools. In conjunction with the Civil Rights Act, Congress provided funding under which James Coleman and his colleagues conducted a national "Equal Educational Opportunity Survey." The object was to assess the distribution of educational resources by race and, based on these descriptive data, assess equality of educational opportunity in public schools. The results, released in 1966, included many findings that enjoyed wide public acceptance but which actually proved detrimental to advancing educational equity for poor and minority students.

First, the report stated that educational resources available to black students closely matched those available to white students, thereby suggesting greater parity among schools than was thought. The report also stated that, in spite of availability of similar educational resources, black student performance was considerably below that of white students. The notion was advanced that student family background was largely responsible for the difference. Coleman's report made a similar observation about performance differences between affluent and poor students.

Taken together, these findings seemed to suggest that student performance is more directly related to conditions outside the control of the school than to those within the purview of the school. Note this statement from the Coleman report:

> ... schools bring little influence to bear on a child's achievement that is independent of his background and general social context; ... this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. For equality of educational opportunity through the schools must imply a strong effect of schools that is independent of the child's immediate social environment, and that strong independent effect is not present in American schools. (Coleman, et al., 1966, p. 325)

Supporting the Coleman findings was a study conducted by Jencks and a group of Harvard colleagues that was reported in 1972 under the title, *Inequality: A Reassessment of the Effect of Family and Schooling in America.* Essentially this study concluded that educational inequities in the United States are not the source of inequality of income and social class. Note one of their summarizing statements:

> We cannot blame economic inequality on differences between schools, since differences between schools seem to have very little effect on any measurable attribute of those who attend them. (Jencks, et al., 1972, p. 8)

Do Effective Schools Exist?

In challenge to this predominant view that "schools don't and can't make a difference," the question surfaced: "Do effective schools exist?" A search was begun to identify such schools, and the first effective schools studies were launched. Some were even reported during this period.

While acknowledging that family background contributes to student achievement levels (i.e., evidence based on test results does show that children from middle- and upper-middle class families do demonstrate achievement levels above those of children from poor families), some educational researchers disagreed with the assumption that family background determines the child's capacity to learn. They held the premise that, if school resources are

used effectively, every child can master basic skills and schools can be successful in teaching all children.

Good and Brophy (1985), summarized the reasoning like this: "Student progress clearly varies from school to school, but the real question is whether this variation in achievement among schools is affected by *school process* or whether this variation can be explained completely in terms of student factors (e.g., aptitude)." (p. 7)

Good, T. L., & Brophy, J. E. (1985). *School effects.* (Occasional Paper No. 77). East Lansing, MI: Michigan State University, The Institute for Research on Teaching.

It was argued that if some meaningful variation can be found in performance among schools, then it follows that student performance in schools can be improved. Moreover, researchers and practitioners could cite examples of individual schools where virtually all students were successfully learning what it was that these schools wanted them to know and to be able to do.

One early team of researchers challenging the input/output studies was Klitgaard and Hall (1974), who pointed to a number of methodological problems in the work of Coleman's group and others. Klitgaard and Hall maintained that, because the input/output studies examined the average effect of all schools in a sample on student outcomes, they measured only general effects. Effectiveness of an individual school could be masked. Therefore, they argued, there could be some unusually effective individual schools.

Klitgaard, R. E., & Hall, G. R. (1974). Are there unusually effective schools? *Journal of Human Resources, 74,* 90-106.

Accordingly, Klitgaard and Hall set out, along with other colleagues, to explore the question, "Do effective schools exist?" Their 1974 report is important for historical as well as substantive reasons: it was the first rigorous, large-scale effort to identify effective schools.

In their quest, Klitgaard and Hall used student performance on standardized reading and mathematics achievement tests as their measure of school effectiveness. They analyzed three large data sets: one from the state of Michigan, another from New York City, and the 1960 Project Talent high school data. With student background factors controlled statistically, they found schools in which students consistently achieved at higher-than-average levels. The data also revealed unusually effective school *districts*.

Although Klitgaard and Hall were able to demonstrate that some unusually effective schools exist, their results were similar to previous research in revealing that the effects of schools are small after non-school factors (e.g., socio-economic status, aptitude) are controlled. The high-achieving schools identified represented only 2% to 9% of the sample. However, the identified schools were clearly more effective than other schools with similar populations.

While the big issue of whether effective schools exist got a definite nod, Klitgaard and Hall's work surfaced two key questions that still linger unresolved: Is student performance on standardized achievement tests an appropriate measure of school effectiveness? How high does a school have to score on such measures to be considered "effective?" Recall that this study used standardized achievement tests of reading and mathematics as the student-outcome measure. Their criterion for effectiveness was one standard deviation (or more) above the mean more often than chance would predict.

Another important study of this early period was conducted by George Weber and reported in 1971. Weber sought to identify effective inner-city schools serving poor student populations and to examine processes operating in successful inner-city schools. To identify successful schools, Weber used a nomination process. From 95 nominated schools, he selected four for case study: two in Manhattan, one in Kansas City, and one in Los Angeles. He found several factors that were common to the four:

Weber, G. (1971). *Inner-city children can be taught to read: Four successful schools.* Washington, DC: Council for Basic Education. (ERIC Document Reproduction Service No. ED 057 125)

- Strong leadership (in three cases it was the principal, in the other it was the area superintendent);
- High expectations (school staff held high expectations with regard to school achievement of inner-city children);
- Orderly climate (school climate was characterized by order, a sense of purpose, relative quiet, and pleasure in learning);
- Careful evaluation of pupil progress; and

- Stress on reading (his outcome measure focused on reading).

At this early point, factors such as leadership, expectations, school climate, and monitoring of pupil progress were being associated with "effective" schools.

Outlier studies

Another feature of this first period were "outlier" studies, in which a statistical procedure is used to identify schools in a sample whose overall scores fall at the outlying extremes of the sample -- e.g., at the highest end of a given spectrum (high-achieving schools) and at the lowest end (low-achieving schools). Characteristics of these outlier schools are then assessed by surveys or case studies to determine reasons for the schools' outcomes. Studies adopting this approach in the 1970s included three by the New York State Department of Education (1974a, 1974b, 1976); another conducted by the Maryland State Department of Education (Austin, 1978); Lezotte, Edmonds, and Ratner's (1974) examination of the model cities elementary schools in Detroit; and a study of the Delaware schools (Spartz, Valdes, McCormick, Meyers, & Geppert, 1977).

The results of these outlier studies are amazingly consistent. The most common elements of effective schools across these investigations were reported to be better control or discipline and high staff expectations for student achievement.

The outlier studies varyied in quality, with most suffering from some weaknesses. Most included only a narrow and relatively small sample of extensively studied schools; careful control for student background differences was often not present; and, as in the case of input/output studies, achievement data were aggregated at the school level. Unfortunately, the outlier studies did not typically examine achievement data for different subsets of students within a given school. Further, these studies have been criticized for comparing "effective" schools with "ineffective" schools, no attention being given to comparisons with "average" schools. Finally, addressing the issue of equity, concern has been raised about the subjectivity surrounding

New York State Department of Education. (1974a, March). *Reading achievement related to educational and environmental conditions in 12 New York City elementary schools*. Albany, NY: Division of Education and Evaluation.

New York State Department of Education. (1974b). *School factors influencing reading achievement: A case study of two inner city schools*. Albany, NY: Office of Education Performance Review. (ERIC Document Reproduction Service No. ED 089 211)

New York State Department of Education. (1976). *Three strategies for studying the effects of school process*. Albany, NY: Bureau of School Programs Evaluation.

Austin, G. R. (1978). *Process evaluation: A comprehensive study of outliers*. Baltimore, MD: Maryland Department of Education. (ERIC Document Reproduction Service No. ED 160 644)

Lezotte, L. W., Edmonds, R., & Ratner, G. (1974). *A final report: Remedy for school failure to equitable basic school skills*. East Lansing, MI: Michigan State University, Department of Urban and Metropolitan Studies.

Spartz, J. L., Valdes, A. L., McCormick, W. J., & Geppert, W. J. (1977). *Delaware educational accountability system case studies: Elementary schools grades 1-4*. Dover, DE: Delaware Department of Public Instruction.

the criteria used for determining school success. The "effective schools" examined were those whose aggregate achievement data were highest among the sample studied, but they may not have been high-achieving schools when compared to even "average" schools in another sample.

As the 1966-1976 period came to a close, researchers were assured that, though few in number, effective schools do indeed exist. The question then became, "Can schools change and become more effective?" This question became a central concern of the next critical time period: 1976-1980.

1976-1980

Major events and influences of the period, 1976-1980, included case studies, program evaluation studies, the formation of coalitions of researchers and practitioners to improve schools, and the emergence of definitions of effective schools.

Case studies

In the latter half of the 1970s, the effective schools research methodology shifted to case studies. Among the most-cited are investigations by Brookover and colleagues at Michigan State (1979), Brookover and Lezotte (1979), Rutter and colleagues from England (1979), the California State Department of Education (1980), Glenn (1981), Levine & Stark (1981), and Venezky & Winfield (1981).

Although quality varied among the case studies, those cited above (and others of the period) were criticized for the same general weaknesses associated with the outlier studies. Nonetheless, their data supported and extended the findings from research using other methodologies. Common to most, but not all, of the "effective" schools in these case studies were the following characteristics:

- Strong leadership by the principal or other staff
- High expectations by staff for student achievement
- A clear set of goals and an emphasis for the school
- An effective, schoolwide staff training program

Brookover, W. B., Beady, C., Flood, P., Schweitzer, J., & Wisenbaker, J. (1979). *School social systems and student achievement: Schools can make a difference.* New York, NY: Praeger.

Brookover, W. B., & Lezotte, L. W. (1979). *Changes in school characteristics coincident with changes in student achievement.* East Lansing, MI: Michigan State University, The Institute for Research on Teaching. (ERIC Document Reproduction Service No. ED 181 005)

Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). *Fifteen thousand hours: Secondary schools and their effects on children.* Cambridge, MA: Harvard University Press.

California State Department of Education. (1980). *Report on the special studies of selected ECE schools with increasing and decreasing reading scores: A report to the Joint Legislative Budget Committee and the Fiscal and Policy Committees of the Legislature as required by Item 283 of the Supplemental Language to the 1977-78 Budget Act.* Sacramento, CA: Office of Program Evaluation and Research. (ERIC Document Reproduction Service No. ED 188 106)

Glenn, B. C. (1981). *What works? An examination of effective schools for poor black children.* Cambridge, MA: Harvard University, Center for Law and Education.

Levine, D. U., & Stark, J. (1981, August). *Extended summary and conclusions: Institutional and organizational arrangements and processes for improving academic achievement at inner city elementary schools.* Kansas City, MO: University of Missouri, Center for the Study of Metropolitan Problems in Education.

Venezky, R. L., & Winfield, L. F. (1979). *Schools that succeed beyond expectations in reading.* (Studies on Education Technical Report No. 1). Newark, DE: University of Delaware. (ERIC Document Reproduction Service No. ED 177 484)

- A system for monitoring student progress

Order and discipline also were found to be important in a few of the studies. Typically, several factors were found to be specific for any given study, depending on the variables being examined.

Program evaluation studies

A third type of school effectiveness research emerged in the late 1970s in the form of program evaluation studies. These included program evaluations reporting on the consequences of variations in school-level factors. Typical of the program evaluation efforts were:

- A study of 20 Los Angeles schools participating in a special program to improve reading (Armor, Conry-Osequera, Cox, King, McDonnell, Pascal, Pauly, & Zellman, 1976);
- A study of a national sample of compensatory reading programs carried out by the Educational Testing Service (Trismen, Waller, & Wilder, 1976); and
- Three studies in Michigan intended to determine characteristics of schools with effective compensatory education programs (Hunter, 1979).

From a methodological standpoint, the program evaluation studies were generally stronger and included much larger samples than did the outlier and case studies. Interestingly, despite differing research methodologies, the identified characteristics of an "effective" school in these program evaluations were strikingly similar to those from the previous two types of research.

Coalitions of Researchers and Practitioners

In addition to the wealth of research carried out during the latter half of the 70s, a signification transition was occurring toward the application of effective schools research. A coalition of effective schools researchers and school-based practitioners began to form with the object of improving schools. A number of well-known school im-

Armor, D., Conry-Oseguera, P., Cox, M., King, N., McDonnell, L., Pascal, A., Pauly, E., & Zellman, G. (1976). *Analysis of the school preferred reading program in selected Los Angeles minority schools.* Santa Monica, CA: Rand Corporation. (ERIC Document Reproduction Service No. ED 130 243)

Trismen, D., Waller, M., & Wilder, G. (1976). *A descriptive and analytic study of compensatory reading programs: Final report* (Vol. 2). Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 190 613)

Hunter, M. G. (1979). *Final report of the Michigan cost-effectiveness study.* East Lansing, MI: Michigan Department of Education.

provement programs were planned and implemented. Ron Edmonds' work with the New York City schools was of particular importance, as it was not only one of the earliest efforts at applying the effective schools research to school improvement at the local level but it also provided a model for others. Subsequently, a number of noteworthy school improvement programs were undertaken in Connecticut, Michigan, Milwaukee, and St. Louis, among other places.

The early work of the Effective Schools Movement was so enthusiastically received that few, if any, state departments of education have not become involved in school-improvement efforts based on the effective schools research, and the term "effective schools literature" has become current in literally thousands of schools and school districts across the nation. This is undoubtedly one of the most frequent topics in educational journals, and it has been a very popular topic on conference agendas as well.

In spite of such widespread use, however, the term "effective schools literature" lacks a clear definition. Some limit the definition to include only research focused on "exceptional schools" – that is, research that has examined school-level effects on student achievement. Others argue for a broader definition.

For the purpose of informing its school-improvement efforts, SEDL has elected to encompass, at a minimum, three large bodies of research under the rubric of "effective schools literature": (a) the *school effects* research, which is the primary focus of this document, (b) the research on teaching (*teacher effects* research), and (c) the *educational change* research. A comprehensive definition should also include a fourth body of literature, the research on *organizational management*, which has only in recent years begun to receive attention from educators.

Definition/description of an effective school

During the period between 1976-1980 a definition and description of an effective school began to evolve. While the definition details differ from one researcher (or study) to another, there seems to be commonality among the key ingredients of an effective school: a student achievement focus, an emphasis on *all* students, and a goal

of mastery of basic skills. After considering various available alternatives, Mace-Matluck (1986a) offered a composite of definitions commonly found in the literature:

> An effective school is one in which the conditions are such that student achievement data show that all students evidence an acceptable minimum mastery of those essential basic skills that are prerequisite to success at the next level of schooling. (p. 5)

As the 1980s began, critics of the effective schools research and of the concepts associated with it began to organize their responses, thereby ushering in the next critical time period.

1980-1983

The time period of 1980-1983 was crucial, encompassing criticism, competition, and growth. Its major features included syntheses of the literature and the advent of the Excellence Movement.

Syntheses of the Effective Schools Literature

During the period between 1980 and 1983, several summarizations, syntheses, and critical reviews of the effective schools literature were completed. Ron Edmonds, in his well-known summarizations (1979a, 1979b, 1981), maintained that there are five correlates of effective schools:

- The leadership of the principal is characterized by substantial attention to the quality of instruction;
- There is a pervasive and broadly understood instructional focus;
- An orderly, safe climate exists that is conducive to teaching and learning;
- Teacher behaviors convey the expectation that all students are to obtain at least minimum mastery; and
- Pupil achievement is used as the measure for program evaluation.

Edmonds, R. R. (1979a). Effective schools for the urban poor. *Educational Leadership*, 37, 15-27.

Edmonds, R. R. (1979b). Some schools work and more can. *Social Policy*, 9, 28-32.

Edmonds, R. R. (1981). Making public schools effective. *Social Policy*, 12, 56-60.

Note that Edmonds used the word "correlate." He argued that each of the above ingredients is related to each of the others, that they are interactive, and they are all present in an effective school.

Although other reviewers have examined basically the same literature, they did not always find the same set of features to be characteristic of effective schools, and somewhat different lists are offered. While sharing many features, the number of features varies (e.g., Tomlinson, 1980; Austin, 1979; 1981; Phi Delta Kappa, 1980; Purkey & Smith, 1983). Typically, reviewers and synthesizers other than Edmonds used the terms "characteristics" or "variables" when writing of factors associated with effective schools. The term "correlates" appears most often in the work of Edmonds or in reference to his work.

In their often-cited review, Purkey and Smith (1983) identified two sets of "variables" that, taken together, "define the climate and culture of the school." Based on their review of the effective schools research, implementation research, school organization theory and research, and other related literature, Purkey and Smith offered a tentative portrait of an effective school. They described the school as a system of "nested layers" in which the outer layer, the school, sets the context for the adjacent inside layer, the classroom. They used the same image to describe the components of an effective school:

> While the characteristics are interdependent, certain ones seem logically to form a framework within which the others function. The framework or first group is composed of organizational and structural variables that can be set into place by administrative and bureaucratic means. They precede and facilitate the development of the second group of variables. The second group of variables can be labeled, somewhat loosely, as 'process variables.' Taken together these variables define the climate and culture of the school – characteristics that need to grow organically in a school and are not directly susceptible to bureaucratic manipulation. (p. 443)

The nine organizational and structural variables and four process variables defined by Purkey and Smith are shown below in Exhibit 1 as summarized by Mace-Matluck (1986a).

Tomlinson, T. M. (1980, May). Student ability, student background and student achievement: Another look at life in effective schools. Paper presented at the Educational Testing Service Conference on Effective Schools, New York, NY.

Austin, G. R. (1979, April). An analysis of outlier exemplary schools and their distinguishing characteristics. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

Austin, G. R. (1981). *Exemplary schools and their identification.* Unpublished manuscript, University of Maryland, Center for Educational Research and Development, Baltimore, MD.

Phi Delta Kappa. (1980). *Why do some urban schools succeed?* Bloomington, IN: Author.

Purkey, S. C., & Smith, M. S. (1983). Effective schools: A review. *Elementary School Journal, 83* (4), 427-452.

Exhibit 1
Organizational/Structural and Process Variables
Related to Effective Schools

Organizational-Structural Variables

SCHOOL-SITE MANAGEMENT:
A considerable amount of responsibility is given to each school to determine the exact means by which to address the problem of increasing academic performance.

INSTRUCTIONAL LEADERSHIP:
Leadership from either the principal, another administrator, or a group of teachers is necessary to initiate and maintain the improvement process. Effective school leaders emphasize achievement, set instructional strategies, ensure an orderly atmosphere, frequently evaluate student progress, coordinate instructional programs, and support teachers.

STAFF STABILITY:
In a successful school, further success is promoted if the staff remains together. Frequent transfers are likely to retard, if not prevent, the growth of a coherent and ongoing personality, especially in the early phases of the change process.

CURRICULUM ARTICULATION AND ORGANIZATION:
A planned, coordinated curriculum increases the amount of time students are engaged in studying basic skills and other academic subjects. At all levels of the school process (district, school, and classroom), the three basic elements of the curriculum (objectives, instruction and materials, and assessment) are aligned to ensure maximum learning and valid assessment of school effectiveness.

SCHOOLWIDE STAFF DEVELOPMENT:
Staff development is ongoing and long term. It is building-based, developmental, and comprehensive, rather than specific to individual teachers, and is strongly linked to the school's instructional and organizational needs. It is tied to building, or school, goals and has strong support from the principal, as reflected by personal involvement in the staff development activities.

PARENTAL INVOLVEMENT AND SUPPORT:
Parents are informed of school goals and student responsibilities, especially with regard to homework. Their involvement and support is likely to positively influence student academic achievement through increased student motivation. It is not the overall amount but the type of parent participation that affects student achievement. However, one kind of participation begets another. Where there are higher levels of participation in decision-making, there are also higher levels of participation in co-production types of activities. More regular contact between school and home, through meetings and written communication, is shown to make a difference.

SCHOOLWIDE RECOGNITION OF ACADEMIC SUCCESS:
When schools publicly honor academic achievement and stress its importance, students are encouraged to adopt similar norms and values.

Exhibit 1
Organizational/Structural and Process Variables
Related to Effective Schools
(Continued)

MAXIMIZED LEARNING TIME:
Effective schools devote greater portions of the school day and of each class period to active teaching in academic areas; class periods are free of interruptions and disorder; instructional time is protected.

DISTRICT SUPPORT:
Few significant changes can be realized without district support. The primary role of district-level leadership is guiding and helping, through identifying the purpose of the school as reflected in policy statements and district goals.

Process Variables

COLLABORATIVE PLANNING AND COLLEGIAL RELATIONSHIPS:
Change attempts are more successful when teachers and administrators work together. Collegiality breaks down barriers between departments and among teachers and administrators. It encourages the kind of intellectual sharing that can lead to consensus, and it promotes feelings of unity and commonality among the staff.

SENSE OF COMMUNITY:
The feeling of being a part of a supportive community contributes to reduced alienation and increased performance on the part of both teachers and students. Schools can create a sense of community through use of ceremony, symbols, and rules.

CLEAR GOALS AND HIGH EXPECTATIONS COMMONLY SHARED:
Schools whose staff agree on their goals (e.g., academic achievement) and expectations (e.g., work and achievement expected of all students) are more likely to succeed because their energy and efforts are channeled toward a mutually agreed upon purpose. High expectations for work and achievement also characterize successful schools

ORDER AND DISCIPLINE:
An environment which is quiet, safe, and non-distracting promotes learning. Clear, reasonable rules which are fairly and consistently enforced reduce behavior problems and promote pride and responsibility in the school community. Order and discipline should be predicated on rewards rather than punishment.

Excellence Movement

The Excellence Movement also muscled its way onstage between 1980 and 1983, emboldened by political changes and spurred by threats of international business competition, this top-down educational reform campaign threatened to sweep aside the more modest Effective Schools Movement. There was cause for concern.

While the Effective Schools Movement and the Excellence Movement share some similarities, there are important differences between the two that are well described by Zerchykor (1985). As noted by Zerchykor, the two movements are similar in that each: (a) is fundamentally a positive effort to improve schools, each assuming that schools not only should but can do better; (b) is concerned with student outcomes; (c) has resulted in models for increasing school effectiveness that call for making them more orderly and better focused on academics; and (d) criticizes past schooling for less than adequate expectations for student learning.

Zerchykor, R. (1985). *A citizen's notebook for effective schools*. Boston, MA: The Institute for Responsive Education.

But the differences are significant. The Excellence Movement has focused on the secondary level, while the Effective Schools Movement has focused primarily on the elementary level. The Effective Schools Movement has targeted basic skills, usually defined as elementary reading and mathematics. The Excellence Movement, on the other hand, emphasizes higher-order skills and competencies and mastery of curricula above and beyond basic skills and minimum competencies. The Excellence Movement challenges schools to nurture the "best-and-the-brightest," encouraging schools to tighten standards, make curriculum more demanding, increase average achievement scores, and have students score higher on aptitude tests. But such schools could be ineffective for some students, contrasting sharply with the Effective Schools Movement's goal of success for all.

In short, the Effective Schools Movement has an equity dimension, the Excellence Movement apparently does not. In a world of finite resources, schools may have to make some choices about how to best use their resources for the good of their communities and society. For example, policymakers may have to decide whether to spend school

resources on helping all primary grade students master reading skills, or to allocate those resources to ensure that outstanding older students have opportunities to become national or world leaders in science and mathematics. The debate penetrates to the very heart of the nation's fundamental vision of public education.

While one cannot be completely certain, amidst the dust and clamor of the battle, the Effective Schools Movement appears to be surviving – even flourishing. A number of state departments of education, for example, have set in place reform initiatives based specifically on the effective teaching and effective schools research (Odden, 1985). There is even evidence that the Excellence Movement is falling back. There is growing realization at the national level, for example, that the economic and social good of the country cannot be served if a burgeoning population of minority students is left behind (Teske, 1987).

Odden, A. (1985). State level policies and practices supporting effective school management and classroom instruction. In R. M. J. Kyle (Ed.), *Reaching for excellence: An effective schools sourcebook* (pp. 131-142). Washington, DC: U. S. Government Printing Office.

Teske, S. (1987, June 17). Minority students portrayed as key to nation's economic success. *Education Daily*, p. 2.

1983-Present

The current period in our history began with a devastating loss to the Effective Schools Movement but has emerged as an exciting and productive era.

Loss of a Leader, Gain of a Saint

The death of Ron Edmonds from a heart attack in the summer of 1983 devastated the Effective Schools Movement for a period and then provided an emotional rallying point for consolidation and a fresh assault on school improvement. As Lezotte (1986) explained:

> First, many of us lost a personal and professional friend; second, the Movement lost a great communicator; and, third, the Movement, much to the credit of his discerning wisdom and active involvement, had begun to be institutionalized. Consequently, just as new roles and processes were evolving, most of us involved in the research and practice found ourselves carrying forward a workload of gigantic proportions, including both research and school improvement, while operating in what might be appropriately called, a 'loose' network of collaboration. ...We found the energy to go forward, propelled in no small measure by the inspiration of Ron Edmonds' work and personhood. (p. 9)

The Movement had lost a leader, but in the end it gained a patron saint and others stepped in to fill new leadership roles. Indications are that the leadership void has been filled, as the Movement has made significant strides since 1983.

National Research Centers

The U.S. Office of Education funded in 1985 two Research and Development Centers charged with responsibility for conducting basic research on and supporting development of effective schools at the elementary/middle and secondary levels. The Center for Effective Elementary and Middle Schools at Johns Hopkins University includes in its mission the development and evaluation of specific strategies to help schools implement effective research-based school and classroom practices. The Center on Effective Secondary Schools at the University of Wisconsin focuses on learning how to improve the achievement of all students, with special attention to the needs of disadvantaged and less successful students. Whether or not these centers will pursue the same line of research and/or philosophy that characterized the seminal studies of exceptional schools remains to be seen.

Development of Resources

A wealth of resources and materials, such as handbooks, guides, and instruments have been developed to assist people in understanding and implementing effective schools concepts. Several sourcebooks are now available to assist school personnel in identifying extant resources (e.g., Kyle, 1985; Mace-Matluck, 1986a, 1986b; Fleming & Buckles 1987).

The professional journals, such as the *Phi Delta Kappan* and *Educational Leadership*, are replete with articles on aspects of the Effective Schools Movement, and new books on the subject go on the market each day (e.g., Carlson & Ducharme, 1987).

Additionally, there is a growing acceptance of a broader definition of the "effective school literature" and a convergence of the major bodies of literature that form the knowledge base for school improvement -- particularly the "school effects" and the "teacher effects" research.

Kyle, R. M. J. (Ed.). (1985). *Reaching for excellence: An effective schools sourcebook.* Washington, DC: U. S. Government Printing Office.

Fleming, D.S., & Buckles, C. (1987) *Implementing school improvement plans: A directory of research-based tools.* Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands.

Carlson, R. V., & Ducharme, E. R. (Eds.) (1987). *School improvement - theory and practice: A book of readings.* Lanham, MD: University Press of America.

Finally, a process model of school improvement based on the effective schools research has evolved and is being implemented, with the predictable array of variations. The basis for the generic model was put forth by Edmonds and was extended and refined by other researchers and practitioners after him.

The prospects for the future of the Effective Schools Movement look bright at this time, but a number of questions and concerns continue to linger, or are emerging in educational discourse. Some of the more significant of these are presented below.

Questions and Concerns

Major concern. The research methodologies employed in the "school effect" studies leave much to be desired (Purkey & Smith, 1983; Good & Brophy, 1986). Some of the weaknesses in these studies were alluded to above.

Questions. Cuban (1987), Good & Brophy (1986), and others have posed a number of questions that represent the kinds of concerns often expressed by researchers and practitioners alike:

1. Most studies have examined only student academic achievement as an indicator of school effectiveness. Is this concept of effectiveness too narrow?

2. Most of the research has been limited to elementary schools. Can the findings of this research be applied successfully to secondary schools whose organization and structure differ from that of the elementary school?

3. Methodologically similar studies differ in their definitions of terms and concepts (e.g., "climate," "instructional leadership," "high expectations"). While appearing to be consistent in their findings, does the lack of agreement of definition of terms and concepts dilute the consistency of the findings?

Good, T. L., & Brophy, J. E. (1986). School effects. In M. C. Wittrock (Ed.), *Handbook of research on teaching*, third edition (pp. 570-602). New York, NY: Macmillan Publishing Company.

Cuban, L. (1987). Transforming the frog into a prince: Effective schools research, policy, and practice at the district level. In R. V. Carlson & E. R. Ducharme (Eds.), *School improvement - theory and practice: A book of readings* (pp. 993-1029). Lanham, MD: University Press of America.

4. The individual school is viewed as the unit of change. Has sufficient attention been given to the vitally important role of district leadership in reform efforts?

5. Available evidence does not provide generalizable information about the stability of effective schools. Why do some schools achieve highly one year but not the next year? If strong principal leadership is an important variable in school achievement, how and why does achievement vary from year to year? (Good & Brophy, 1986, p. 587).

6. Schools and teachers are important but not exclusive factors in facilitating students' learning. Does the effective schools research give sufficient attention to the role of students, parents, and community members in establishing and maintaining good schools?

7. Most of the research attempting to associate school effects with student learning is correlational. Effective schools research cannot claim that any set of correlates (or school characteristics) cause a school to be "instructionally effective." The research simply claims that where certain characteristics exist, the schools are "effectively teaching" all children. Can this research be used with confidence to guide school improvement? If so, how?

Certainly, there remains a number of other unanswered questions. Cuban (1987) succinctly and metaphorically provides food for thought:

> No one knows how to grow effective schools. None of the richly detailed descriptions of high performers can serve as a blueprint for teachers, principals, or superintendents who seek to improve academic achievement. Constructing a positive, enduring school climate remains beyond the planner's pen. Telling the principals what to say and do in order to boost teacher expectations of students or to renovate a marginal faculty into one with espirit de corps remains beyond the current expertise of superintendents or professors. Road signs exist, but no maps are yet for sale. (pp. 995-996)

Perhaps this is, indeed, where we are in the Effective Schools Movement -- the course has been roughly charted and some signs have been posted. Now it remains for those who believe the course has something to offer to follow it out and to draw maps that will guide others more precisely. Any number of school improvement projects around the country are currently putting some of the lines of the map in place.

CORRELATES AND THEIR INDICATORS

Instructional Leadership	Safe & Orderly School Climate
High Student Expectations	Instructional Focus
Monitoring & Measuring Progress	School & Community Support

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1 Principal maintains ongoing staff development program for faculty.	3 School improvement priorities and plans are developed cooperatively by principal, teachers, parents, and students.
13 Regularly scheduled faculty meetings are held to discuss instructions and student achievement.	19 Principal leads frequent, formal discussions with staff concerning instruction and student achievement.
25 Individual teachers and principal meet to discuss focus of classroom observations.	31 Principal makes frequent, formal classroom observations.
2 Physical conditions of school are generally pleasant and well maintained.	8 Most students abide by school/classroom rules.
14 Teachers, administrators, and parents assume responsibility for school discipline.	20 School rules are understood, respected, and enforced by administrators, teachers, and students.
26 Teachers treat students fairly and with consistency.	32 Relationships between and among principal, teachers, and other school staff are cordial and based on mutual respect.

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7 Teachers believe all students in school can master basic skills as a result of the instructional program.	9 Teachers believe that students' home backgrounds are not the primary factor in determining their achievement in classrooms.
15 Teachers' expectations are expressed through clear goals for students'	21 Teachers treat students in ways that emphasize success and potential rather than those that focus on failure and shortcomings.
27 Teachers encourage all students through rewards, praise and recognition.	33 Student achievements are featured in school and community newspapers, newsletters, and other news media.
4 Written statement of purpose (mission) exists as the driving force behind most important school decisions.	10 Goals are developed and endorsed by teachers, parents, administrators, and students.
16 Curriculum is designed so that objectives (what should be taught), instruction (what is actually taught), and assessment (what is tested) are "aligned."	22 Instructional strategies/materials are adapted to individual learning needs.
28 Homework is regularly assigned, reviewed and enhances school learning.	34 Special events (e.g., assemblies, programs, field trips, etc.) are planned to enhance instructional program.

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5 Assessment methods and instruments are selected to measure learning objectives at each level.	11 Staff follow routine procedures for frequent collection, summarization, and reporting of student achievement information.
17 Individual student records concerning achievement, discipline, attendance, and tardiness are maintained.	23 Teachers frequently monitor student learning, both formally and informally.
29 Results of assessment reports are tied to learning objectives.	35 Teachers and principal thoroughly review and analyze test results to plan instructional program
6 Parent-teacher conferences result in specific plans for home-school cooperation to improve student classroom achievement.	12 Teachers and parents are aware of the school or district homework policy.
18 Many parents visit the school to observe the instructional program.	24 Home visits, phone calls, newsletters, regular notes, etc. are ways that teachers frequently use to communicate to parents.
30 Local businesses and other organizations contribute money, time, and other resources to the school.	36 Parents and community are involved as partners with school staff.

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Conditions that Affect Rural School Improvement Efforts

1. In a recent study, Killian and Byrd found that teachers in rural and small schools perceived administrative support when the administrators did not "impede" their efforts to implement change. Is this perception shared by teachers in your school? Do you think teachers in urban schools have a different perception of administrative support?

2. Effective schools provide recognition and rewards for teaching. Each individual needs to feel that his or her contribution is needed, and that the contribution is for something worthwhile. List incentives that motivate teachers and indicate which is the most effective, which is moderately effective, and which is the least effective.

3. Failure to integrate improvement into the system has been identified as one of the _____ to school improvement. A history of short-term improvements can result in the participants' _____ to new projects.

4. Effective schools have a purpose that is communicated to all participants through clear goals and core values. A related finding is that high expectations and recognition of achievement occur at every level. How do administrators communicate these values? What are indicators of these values among teachers? How do you know that students share these values?

5. The nature and extent of faculty factions and tensions play an important role in the school improvement process. Staff need to feel comfortable and committed to the improvement process. What are some strategies that can be used to increase positive communication and strengthen relationships? What are some reasons that some staff members become "nonparticipants"?

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Identification of District Priorities

I. Campus Data

- Campus (district) adopted budgets
- Utilization chart of physical facilities and additional facilities needs
- Maintenance needs of the campus
- Results of a campus climate survey of teachers, staff, students, and parents
- Guidance plan
- Health facilities, services, and student health data
- Communication procedures
- Instructional resource center/library (student-use data and teacher-use data)

II. Staff Data

- Climate survey (employees and parents)
- Analysis of teacher/administrator appraisal data
- Campus (district) needs assessment
- Staff development and in-service plan
- Tenure/turnover record of personnel
- Staffing patterns and support personnel data
- List of non-fully certified personnel

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III. Student Data

- Test scores - - achievement tests and any test with national norms
- Instruction in and mastery of essential elements
- Dropout statistics
- Promotion and retention statistics
- Analysis of student grades and test data
- Follow-up study of graduates
- Analysis of attendance statistics
- Participation in extracurricular and cocurricular activities
- Discipline statistics
- Rate of placement in learning disabled program
- Rate of placement in gifted and talented or honors program
- Rate of placement in vocational programs
- Rate of participation in special programs
- Percent of eligible students in pre-kindergarten program

IV. Instruction and Curriculum

- Status of curriculum documents
- Lesson-planning
- Procedures for documentation of mastery
- Availability of instructional delivery system
- Special Programs-Migrant, bilingual, ESL, special education, gifted and talented, vocational education, honors program, prekindergarten, and state compensatory
- Class size statistics

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SCHOOL EFFECTIVENESS CORRELATES
INDICATORS FOR ASSESSMENT

A descriptive use of the following scales enumerating the apparent strengths and possible weaknesses of the school system, may provide some assistance to school staff and community partners as they examine conditions in order to plan and implement school improvement efforts.

These rating scales assess:

Instructional Leadership
Safe and Orderly Climate for Learning
High Expectations of Students
Instructional Focus
Monitoring and Measuring Progress
School and Community
Organizational Culture

The large and growing body of research literature describing components and characteristics of effective schools continues to produce new findings, or refinements of old ones, regarding the dimensions of effectiveness and, because different researchers use different ways of classifying indicators of effectiveness, many of the items on these scales are still experimental. The scales have not been fully tested for reliability, validity, and independence of summary scores. Even if the School Effectiveness Correlates do not represent statistical dimensions of measurement, they are convenient categories for thinking about school improvement.

INSTRUCTIONS

Please indicate, on the "1" to "5" scale, your perception of the strength of each indicator as it actually applies to your school(s). Note that some items include more than one descriptive or behavioral indicator; for example, "The principal visits classrooms AND discusses his observations." In these cases, a high rating would indicate that BOTH or ALL the indicators described in the item are present in the school.

Sources of these assessment scale items include:

Southwest Educational Development Laboratory's Theme C, Theme D and RSSI programs
Arizona State Department of Education
Connecticut State Department of Education
Kelwynn, Inc.
Maryland State Department of Education
Missouri Department of Elementary and Secondary Education
Research for Better Schools

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EFFECTIVE SCHOOL CHARACTERISTICS (CORRELATES):
Teacher and Administrator Perceptions

A. Instructional Leadership

The school leadership effectively defines the school's mission, frames the goals, and communicates these to the staff, parents, students, and the community. Effective leaders make it their business to ensure that school staff, students, and other contributers work together consistently to promote positive outcomes. Although effective principals vary in the extent to which they involve themselves in subject-matter instruction, they hold themselves responsible for the school's educational outcomes as well as for its efficient management.

	Minimally Present				*Strongly Present*
1. The principal keeps in touch with teachers, staff, students, and parents, and shows concern for responding to their needs.	1	2	3	4	5
2. The principal plans for and supports an ongoing staff development program.	1	2	3	4	5
3. School improvement priorities and plans are developed collaboratively by the principal, teachers, parents, and students.	1	2	3	4	5
4. The principal actively seeks to secure resources for meeting instructional needs.	1	2	3	4	5
5. The principal reviews and interprets test results with the faculty.	1	2	3	4	5
6. The principal shows an understanding of teachers' lesson plans and overall instructional strategies.	1	2	3	4	5
7. The principal knows, at least approximately, how far each class has progressed in a planned sequence of skills development.	1	2	3	4	5
8. The principal frequently visits classrooms and reviews his/her observations with the teachers.	1	2	3	4	5
9. During the day, the principal can be seen throughout the school, engaging in informal conversation with students and teachers.	1	2	3	4	5
10. The principal actively encourages parent and community involvement in the school.	1	2	3	4	5
11. The principal seeks out and shares information about opportunities for instructional improvement.	1	2	3	4	5
12. Supervision, evaluation of teaching performance, and inservice activities are all integrally related to a common core of valued objectives.	1	2	3	4	5
13. Teacher appraisals and performance assessments are actively used in planning for staff development as well as in helping individual teachers to excel.	1	2	3	4	5
14. When important administrative decisions are made, the educational growth of students takes priority.	1	2	3	4	5
15. Evaluation and supervision are clearly focused on teaching effectiveness and student performance.	1	2	3	4	5

B. Safe and Orderly Climate for Learning

There is an orderly, purposeful atmosphere which is free from the threat of physical harm. The building, whether old or new, is neat, inviting, and quiet enough for uninterrupted teaching. However, the classrooms and, when appropriate, common areas are full of activity that reflects students' involvement in learning. Physical facilities are kept clean, attractive, and in good repair.

	Minimally Present				*Strongly Present*
1. The school is a safe and secure place to work.	1	2	3	4	5
2. The school building is neat, bright, clean, and comfortable.	1	2	3	4	5
3. Materials and equipment are efficiently stored to be accessible without getting in the way.	1	2	3	4	5
4. Disturbing noise is kept to a minimum.	1	2	3	4	5
5. Students abide by school and classroom rules.	1	2	3	4	5
6. There are explicitly stated, accepted guidelines for conduct in the school, on buses, at school-sponsored events, and on field trips.	1	2	3	4	5
7. School rules are understood, respected, and enforced by administrators, teachers, and students.	1	2	3	4	5
8. Teachers and administrators treat students fairly and with consistency.	1	2	3	4	5
9. Students are respected by school staff and peers regardless of their achievement level.	1	2	3	4	5
10. Relationships between and among the principal, teachers, and other school staff are cordial and based on mutual respect.	1	2	3	4	5
11. Positive feelings permeate the school.	1	2	3	4	5
12. Daily attendance of students and teachers is high; tardiness is low.	1	2	3	4	5
13. Students have opportunities for leadership and for assuming responsibility for themselves and for school property.	1	2	3	4	5
14. Students share in the responsibility for keeping the school environment attractive and clean.	1	2	3	4	5
15. Staff and students come to school with a high level of energy and an eagerness to begin the day's activities.	1	2	3	4	5
16. Students care about and protect the image of their school and its physical facilities.	1	2	3	4	5
17. Teachers clearly convey the purpose and goals of each classroom activity and the student behavior that is expected or appropriate for the situation.	1	2	3	4	5
18. Corrective actions are directed at behavior, not against the people involved.	1	2	3	4	5
19. Rules and disciplinary procedures are designed to teach and reward self-discipline.	1	2	3	4	5

C. **High Expectations of Students**

Teachers act on the assumption that all students can learn, enthusiastically accepting the challenge to teach. High expectations are conveyed to students and parents. Grading scales and mastery standards are set to promote excellence.	*Minimally Present*				*Strongly Present*
1. Teachers, administrators, and counselors hold consistently high expectations for all students.	1	2	3	4	5
2. Teachers believe that all students can master basic skills as a result of the educational program.	1	2	3	4	5
3. Students whose performance is unsatisfactory are urged and helped to make specific, concrete, and realistic plans for individual improvement.	1	2	3	4	5
4. Students who have missed learning specific prerequisite skills for grade-level instruction are taught to master those skills as quickly and efficiently as possible, without stigma or ridicule.	1	2	3	4	5
5. Teachers ensure that all children have equal opportunity to participate actively in the classroom.	1	2	3	4	5
6. Teachers believe that home background is not the primary factor in determining student achievement.	1	2	3	4	5
7. All of the students in school are expected to complete the courses and master the competencies required for promotion or graduation.	1	2	3	4	5
8. The school consistently expects to do more than to meet minimum standards for student learning and performance.	1	2	3	4	5
9. Expectations are expressed through clear goals for student achievement.	1	2	3	4	5
10. Teachers treat students in ways which emphasize their success and potential rather than those which focus on failure and shortcomings.	1	2	3	4	5
11. Teachers encourage all students through deserved rewards, praise, and recognition.	1	2	3	4	5
12. Student achievements are featured in school and community newspapers, newsletters, and other news media.	1	2	3	4	5
13. Students levels of achievement are not a mirror image of their ethnic identity or socio-economic status.	1	2	3	4	5
14. Student work is prominently displayed in the school.	1	2	3	4	5
15. Teachers use high levels of engaged time and student-teacher interaction as major instructional modes, rather than high levels of individual seatwork assignments.	1	2	3	4	5
16. Students are presented with learning tasks which build on previous achievements, so that all have a high probability of success in acquiring new skills.	1	2	3	4	5
17. Students are made aware of and encouraged to consider a wide range of educational and career options.	1	2	3	4	5

	Minimally Present				*Strongly Present*
18. Students at all levels of ability and achievement are challenged to reach new levels of excellence.	1	2	3	4	5
19. Having students repeat a grade is not regarded as a routine strategy; school policies actively encourage preventing the necessity for grade retention.	1	2	3	4	5
20. Students are encouraged to complete their own independent projects related to classroom subjects.	1	2	3	4	5
21. Students in class are alert and actively involved in group or individual work.	1	2	3	4	5
22. Students are encouraged to participate in school activities, regardless of sex, race, religion, socio-economic status, or academic ability.	1	2	3	4	5
23. The school provides opportunities for students to excel in areas of individual strengths or talents and recognizes their efforts to do so.	1	2	3	4	5

D. Instructional Focus (School Mission)

A clear instructional focus represents the school's purpose or goal and is shared and understood by teachers, students, and parents. The curriculum serves as a blueprint for teaching and learning. It includes goals and objectives which present a clear picture of what students are expected to learn and how teachers can help them learn it. The educational growth of students is the primary criterion for decision-making by the school administration and staff.

	Minimally Present				*Strongly Present*
1. A written statement of purpose (mission) serves as a benchmark for important school decisions.	1	2	3	4	5
2. The school's purpose or mission is understood and supported by students, staff, school parents, and community members.	1	2	3	4	5
3. Teachers, parents, administrators, students, the school board, and concerned citizens understand, contribute to, and endorse the mission of the school.	1	2	3	4	5
4. The entire school and its activities are centered on the business of learning.	1	2	3	4	5
5. Instructional strategies and materials are adapted to a variety of individual learning styles and needs.	1	2	3	4	5
6. Instructional supplies and materials are adequate and appropriate.	1	2	3	4	5
7. The school has an ongoing plan for acquiring computers and other "high tech" equipment so that it will be actively used for instruction.	1	2	3	4	5
8. Skill and knowledge objectives are appropriate to each grade level and follow a coherent sequence from grade to grade.	1	2	3	4	5
9. Classroom instruction is well-planned to the extent that a substitute teacher would know the specific skills that students need to be working on.	1	2	3	4	5
10. Students who fall behind their age group in one area of skills can continue learning at grade level in other curriculum areas.	1	2	3	4	5
11. Pull-out programs do not disrupt or interfere with regular classroom instruction.	1	2	3	4	5
12. Special instructional programs for individual students support and reinforce the overall school curriculum.	1	2	3	4	5
13. Teachers plan and make assignments with the expectation that students will successfully complete the activities which follow direct instruction.	1	2	3	4	5
14. Homework is carefully designed to enhance classroom learning.	1	2	3	4	5
15. Homework expectations are developed and clarified over time so that all required assignments are routinely completed.	1	2	3	4	5

	Minimally Present				*Strongly Present*
16. Class time is not interrupted by frequent announcements, assemblies, pep rallies, pull-outs, extracurricular work or other non-instructional activities.	1	2	3	4	5
17. Special events, such as assemblies, programs, and field trips, are carefully planned to ensure coordination with the regular instructional curriculum.	1	2	3	4	5
18. Arrangements for excusing students for special programming or counseling, handling attendance, collecting lunch money, etc., are handled in an efficient, non-disruptive way.	1	2	3	4	5
19. Students actively use the school library for class-related and independent work.	1	2	3	4	5
20. Teachers display personal enthusiasm for what they are teaching.	1	2	3	4	5
21. Schoolwork involves a rich variety of materials and activities that make learning an adventure.	1	2	3	4	5
22. Regularly scheduled faculty or departmental meetings include discussions on how to improve instruction.	1	2	3	4	5
23. Whenever possible, students are helped and encouraged to take responsibility for their own learning.	1	2	3	4	5
24. In-service staff development has a direct, positive influence on classroom teaching.	1	2	3	4	5

E. Monitoring and Measuring Progress

Regular assessment and evaluation of students, programs, and staff, informs schools whether they are meeting their goals and whether the goals need revision. Information on effectiveness is produced by multiple assessment methods; such as tests (e.g., norm-referenced, criterion-referenced, and teacher-made), samples of student work, and mastery skills checklists, obtained and used according to a well-planned schedule. In addition to tests, a variety of performance measures are used to demonstrate student progess. Testing results are used primarily to improve individual student performance and to improve the instructional program.

Indicators:	*Minimally Present*				*Strongly Present*
1. The school regularly monitors student progress and reports the results in a way that is useful to students, parents, and teachers.	1	2	3	4	5
2. Testing procedures are planned and scheduled well in advance to ensure their orderly administration.	1	2	3	4	5
3. As a matter of policy, school staff follow specific routines for scoring, storing, sorting, analyzing, and reporting results for student achievement results.	1	2	3	4	5
4. Assessment methods and instruments are selected to measure learning objectives at each grade level.	1	2	3	4	5
5. Individual student records are maintained concerning achievement, discipline, and attendance/tardiness.	1	2	3	4	5
6. Teachers frequently monitor individual student learning, both formally and informally.	1	2	3	4	5
8. Teachers are aware of test development techniques for producing valid and reliable assessment instruments.	1	2	3	4	5
9. Tests and other forms of student assessment measure what is actually being taught.	1	2	3	4	5
10. Achievement data are used on a regular basis to change and improve curriculum and instruction.	1	2	3	4	5
11. Re-teaching and specific skill remediation are important parts of the teaching process.	1	2	3	4	5
12. Teachers and the principal thoroughly review and analyze test results to plan insructional program modifications.	1	2	3	4	5
13. Test results are reported to students, parents, school board, and the general public in appropriate ways.	1	2	3	4	5
14. Students with special needs are tested at an appropriate level of difficulty using perceptual aids (large type, oral administration, etc.) whenever necessary.	1	2	3	4	5
15. Diagnostic testing for physical, developmental, and learning disabilities leads to immediate, individualized corrective measures.	1	2	3	4	5

	Minimally Present				*Strongly Present*
16. Each class provides frequent opportunities for student practice, evaluation of student work, and reinforcement or corrective feedback.	1	2	3	4	5
17. Teachers have an accurate sense of the skills, abilities, interests, strengths, and weaknesses of their students.	1	2	3	4	5
18. Teachers tell students specifically what is correct or good about their work and specifically what is incorrect or needs improvement.	1	2	3	4	5
19. As they progress through the curriculum, students acquire a more realistic estimate of their own talents and skills, and an ability to gauge the success of their own learning.	1	2	3	4	5

F. School and Community

Parents and other members of the larger community understand, support, and are involved in the basic mission of the school. The school and its curriculum actively employ the community's culture, history, and environment as resources for learning.	*Minimally Present*				*Strongly Present*
1. Parent-teacher conferences are regularly scheduled, and are held at times when parents can and do attend.	1	2	3	4	5
2. Parent-teacher conferences focus on home and school factors, including personal adjustment, that are directly related to student achievement.	1	2	3	4	5
3. Parent-teacher conferences result in specific plans for home-school cooperation to improve student classroom achievement	1	2	3	4	5
4. Parents as well as teachers are informed of the school or district homework policy.	1	2	3	4	5
5. Homework is monitored at home and in school.	1	2	3	4	5
6. Parents visit the school to observe classroom teaching.	1	2	3	4	5
7. Parents understand and promote the school's instructional program.	1	2	3	4	5
8. There is an active parent/school group that involves many parents from a variety of social backgrounds.	1	2	3	4	5
9. Teachers frequently use home visits, phone calls, newsletters, regular notes, etc. to communicate with parents.	1	2	3	4	5
10. Local businesses and other organizations are invited to be part of the school by providing speakers, donating material and equipment, serving on advisory committees, and the like.	1	2	3	4	5
11. Parents' expressions of concern about their children's school adjustment and achievement are viewed as an opportunity and not as a problem.	1	2	3	4	5
12. Parents can get involved with the school in a variety of ways suitable to their interest, time, and resources.	1	2	3	4	5
13. School staff receive training in parent/community involvement strategies.	1	2	3	4	5
14. Citizens participate in planning for and assisting school improvement.	1	2	3	4	5
15. The school sends students into community settings to gain a variety of experiences.	1	2	3	4	5
16. Teachers and administrators frequently interact with a wide variety of parents outside of school.	1	2	3	4	5
17. Teachers and administrators are active in groups or organizations within the community that can offer support to the school.	1	2	3	4	5
18. Students' home culture, heritage, and personal knowledge are respected as a valuable contribution to the school learning experience.	1	2	3	4	5

C. Organizational Culture

The organizational culture of the school reflects high levels of concerned involvement and participation in all aspects of school life. There is a clear, unfiltered flow of communication within and between units and levels of administration. Everyone involved in the school feels a sense of efficacy in being able to respond to and deal with common concerns. People are generally more focused on problem-solving than on self-congratulation, self-protection, excuse-making, and interpersonal competition. Responsibility for maintaining the school as a place for effective learning is shared by the school community, including administrators, teachers, other staff, and students and their families.

	Minimally Present				*Strongly Present*
1. School staff and administrators at all levels view themselves, and each other, as members of a team with common goals, and not primarily as adversaries or competitors.	1	2	3	4	5
2. Administrators and supervisors show that they respect the commitment, the experience, and the problem-solving abilities of all school staff.	1	2	3	4	5
3. Staff at all levels feel willing and able to assume personal responsibility for their own work and for the success of the school.	1	2	3	4	5
4. The school environment provides support and recognition for each person's efforts.	1	2	3	4	5
5. Teachers and others can freely express their opinions and observations without feeling threatened.	1	2	3	4	5
6. Teachers and administrators see the school as a place where they, too, can continue to grow and develop.	1	2	3	4	5
7. Teachers often discuss instructional plans and problems with one another.	1	2	3	4	5
8. Student performance is viewed as a school concern rather than one just of individual teachers.	1	2	3	4	5
9. Those who will have to implement projects and programs are actively involved in planning and designing them.	1	2	3	4	5
10. Faculty or department meetings are often used for involving staff in solving school problems.	1	2	3	4	5
11. Staff members feel that they can work actively to solve problems and improve the school's effectiveness.	1	2	3	4	5
12. Staff members talk freely and actively with one another about school problems.	1	2	3	4	5
13. Teachers are encouraged to communicate concerns, questions, or constructive ideas to one another and to their supervisors.	1	2	3	4	5
14. Administrators take care to see that teachers and other staff understand fully the reasons behind school policies and practices.	1	2	3	4	5

	Minimally Present				*Strongly Present*
15. Time is provided for teachers to regularly share their successes, their materials, and the solutions they have found to classroom problems.	1	2	3	4	5
16. Teachers are encouraged to be creative and try new methods of instruction appropriate to the objectives being taught.	1	2	3	4	5
17. It is assumed that all school staff have the motivation and the potential for further professional growth.	1	2	3	4	5
18. Teachers and school staff help to develop their own performance goals and criteria for evaluating their work.	1	2	3	4	5
19. There is a free flow of two-way communication within and between administrative levels and within and between building and departmental units.	1	2	3	4	5
20. Staff feel that other people throughout the school system understand the nature of their work.	1	2	3	4	5
21. Students readily seek advice and help from their teachers.	1	2	3	4	5

Published by

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Southwest Educational Development Laboratory

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Office of Educational Research and Improvement

Worksheet
Sun Creek School District

Review the information about Sun Creek School District. Answer the following questions with your group.

1. What is the mission statement? Would you revise it? How?

2. Who would you invite to be on the districtwide improvement team? Why?

3. What data resources would you look at? Why? What other information would you want?

4. What process would you use to decide on district priority goals?

6. Are there any aspects of "rurality" you need to consider in the improvement process? What, if any, modifications would you make?

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Austin, Texas 78701

Effective Systematic Staff Development Programs are Characterized by These Practices:

1. Program goals and objectives stem from a systematic needs assessment process and relate to campus and district goals.

2. Campus teachers and administrators are involved in the selection of staff development activities and design of programs related to campus improvement goals.

3. Participants' skills and knowledge are assessed, determined, and incorporated into program.

4. Theory, skills, and rationale for change in practice are presented.

5. Varied activities to promote individual and group learning are included.

6. Modeling, demonstration, and practice are included.

7. Program content and process are evaluated by participants.

8. Follow-up activities include such strategies as peer coaching and access to trainers and other resources.

9. An ongoing program evaluation gathers information from participants and others as appropriate.

10. Evaluation results are used to plan future staff development and assess accomplishment of goals.

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Effective Staff Development Report Card

Points	10 points	5 points	0 points
____	1. Program goals and objectives stem from systematic needs assessment and relate to campus/district goals	Program goals and objectives related indirectly to goals and stem from partial needs assessment	Program goals and objectives not related to needs assessment or goals
____	2. Campus staff involved in selection of goals and design of staff development programs	Staff provides some input in selection of goals and design of staff development program	Administrator decides, or design determined by outside expert, with no input from staff
____	3. Participants' skills and knowledge assessed, determined and incorporated into training	Participants' skills and knowledge determined but not addressed in training sessions	Participants' knowledge/skills unknown, or assumed to be limited
____	4. Theory/skills presented along with rationale for change	Theory/skills OR rationale presented	Theory/skills and rationale for use are not presented
____	5. Varied activities promote individual and group learning	Primarily lecture format with some opportunities for collegial learning	Session entirely in lecture or large group format
____	6. Modeling, demonstration, and practice included	Some modeling, demonstration, and practice included	Modeling, demonstration, and practice not included
____	7. Session content and process evaluated by participants	Evaluation either content or process related	Evaluation irrelevant or not conducted
____	8. Follow-up includes strategies such as peer coaching, and access to trainers and additional resources	Follow-up limited to tips from trainer or administrators	Follow-up not included in program design or provided
____	9. Ongoing program evaluation obtains information from participants and as appropriate, students, community, and administrators	Program evaluation limited to only one or two sources, or is "one-time only," not ongoing	Program evaluation not conducted
____	10. Evaluation results used to plan future staff development and assess accomplishment of goals	Evaluation results not used in planning future staff development or are not related to goals	No evaluation results available for planning purposes
Total Score ____			

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Characteristics of Effective Systematic Staff Development

- The process is continuous, planned, and sequential.
- Needs assessment information and data are used to establish district and campus goals.
- Content is based on educational research.
- The staff development process for school improvement relates to the mission and goals.
- The process is continually being evaluated.

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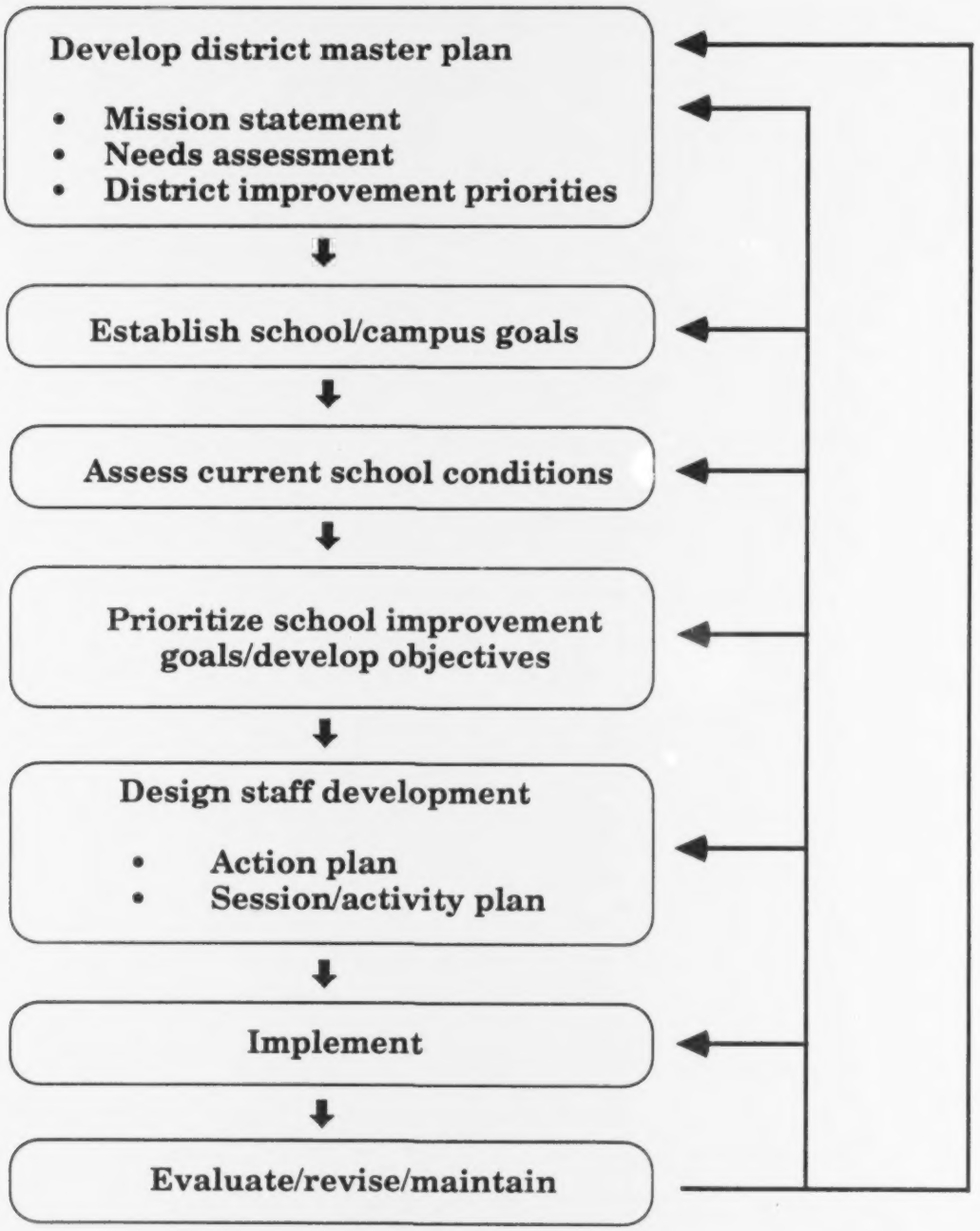
Systematic Staff Development for Rural, Small School Improvement



Food Services

Lunches Served		
	Annually	155,016
	Daily	876
Breakfast Served		
	Annually	29,372
	Daily	167
Free/Reduced Price Lunches	Annually	112,626
	Daily	636

Superintendent
James Sandy

Assistant to the Superintendent
Lee Barnes

Principal, Little Falls High School
Linn McIntyre

Principal, White Water Middle School
Jere Pederson

Principal, Peaceful River Elementary
William Perez

Principal, Barton Mills Elementary
Leona Bartlett

Suncreek School District

Mission Statement:

Suncreek School District is dedicated to providing an education program through which all students can achieve their maximum potential and seeks to provide a schooling system which ensures the accomplishment of this overriding goal through:

- a comprehensive planning process
- a sound instructional program,
- high expectations of students and systematic monitoring of their progress, and
- increased public participation in the education program.

Board of Education

Mr. Raymond Deal	President
Ms. Bertie Frier	Vice-President
Mr. Robert Garcia	Secretary
Mr. John Goodskill.....	Member
Mr. Rudy Dartez.....	Member

School Board Meetings are held on the first and third Mondays of the month at 7:30 p.m. at the school administration building at 917 Main St.

Schools

Barton Mills Elementary School
Peaceful River Elementary
Whitewater Middle School
Little Falls High School

Communities Served

Sun Creek
Barton Mills
Camel's Hump
Greenville

School District Size .....360 Square Miles

SIM - 1

Ethnicity of Students

Anglo	53%
Hispanic	36%
Native American	9%
Black	2%
Other	1%

Graduation Trend

Average for last 3 years	68
Last year	65

Dropout Trend

Average for last 3 years	12%
Last year	14%

Staff

Classroom Teachers	54
Kindergarten Teachers	5
Federal Project Teachers	5
Special Education Teachers	10
Principals	4
Central Office Administrators	2
School Counselors	2
School Nurses	1
Other Support Staff/Clerical	10
Custodian Maintenance	17
Cooks/Food Service	10
Bus Drivers/Transportation	12

Pupil Teacher Ratio - 20:1

Special Education

Number of Classes	10
Number of Students	157

Vocational Education

Number of Exploratory Programs	2
Number of Skill Development Programs	6
Area Vocational School Programs	8

Projected Enrollment

Kindergarten	99
First through Third	312
Fourth through Fifth	197
Sixth through Eighth	283
Ninth through Twelfth	376
Total	1,267

Testing

1. State Test Minimum Competency 78%
2. Comprehensive Test of Basic Skills, Normal Curve Equivalents (NCE)
   A. Grade 3 NCE's - 39.6
   B. Grade 5 NCE's - 37.7

Federal Projects

Title IV	93 students
Chapter I E.C.I.A.	90 students
Chapter II E.C.I.A.	34 students
EHA Part-B P.L. 94-142	137 students

Transportation

Number of Buses	11
Longest Route (Oneway)	40.2 miles
Total Miles Annually	129,475
Number Pupils Transported	757
Activity Travel (Miles)	17,071
Activity Trips	101

Suncreek ISD

Suncreek is a small community of 3200 residents located in a rural area of the southwestern region of the United States. Although the total number of residents in the area has remained fairly stable for the past 25 years, the composition of the population has shifted significantly, from 80% Anglo and 20% minority to 55% Anglo and 45% minority. The 45% minority population is composed of 35% Hispanic, 6% Native American, and 4% Black. The community is well-known for its peaches, and 3 years ago, a speciality ice creamery business was opened. Truck farming is also common in the region. The oil fields nearby have been shut down for almost 8 years, but some of the wells are beginning to pump again, and a number of oil field workers are returning to work. The community has suffered economically along with the rest of the southwest, and recent severe weather conditions have had a devastating effect on the peach crop. About 20% of the population is receiving some form of government assistance.

Suncreek residents often drive 17 miles to Baywood, a town of 7,000 for shopping and most community services. A small junior college is located in Baywood. The nearest four-year college is in Lindale, which is 40 miles from Suncreek, and a major state university is in a major urban area 75 miles away.

The Suncreek school district serves an additional population of 900 from small communities and farms surrounding Suncreek. The total area served is 360 square miles. This year 1,267 students are enrolled in the district's high school, middle school, and two elementary schools. About half of the school students are minority, and half of these are Limited English Proficient. The school serves approximately 100 children from families of migrant farm workers.

The teaching staff of the school district is, for the most part, experienced, averaging 39 years of age and 13.7 years of teaching. Eighty percent of the staff is Anglo, and most of these have been with the district a long time and represent families which have been in the community for three or more generations. The remainder is 15% Hispanic and 5% Black. A small number of recent college graduates have filled teaching vacancies caused by attrition. The younger teachers, especially the single ones, do not tend to stay for over two years. Most of the teachers received their degrees from the small state college in Lindale, while a few have completed advanced graduate work at the state university.

The Suncreek School District superintendent and board have begun a school improvement program based on the school effectiveness literature. They have observed decreasing test scores and an increasing dropout rate over the past 15 years and feel that at least part of the problem is a failure to meet the need of the community's growing minority population. They feel that a revitalization of the teaching staff is essential to any changes taking place, and in meetings with the school principals have developed a strategy to institute a systematic staff development process which would be tied to the district wide priorities for improvement.

Education reforms have also resulted in recent changes in state law which directly impact the staff development program for the upcoming school year. The school calendar includes ten staff development days, but five of these are designated by law as days for the teachers to work in their classrooms. One of the new changes in the law requires that each school must develop a Parental Involvement Plan, and that one day of staff development must focus on this area.

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Suncreek School District

Assessment of Indicators of School Effectiveness Correlates

The survey form was completed by a sample of individuals representing school administration, the teaching staff, parents, and community leaders. All school personnel and community leaders asked to complete the survey did so. The return rate for the parents given the survey to complete was 40%.

Participants were asked to indicate on a scale of 1 to 5 their perceptions of the strength of each indicator, where "1" was "Minimally Present," and "5" was "Strongly Present."

Average ratings for each correlate:

	Total*	Elementary School**	Middle School**	High School**
Instructional Leadership	3.1	3.4	2.9	2.7
Safe and Orderly Climate	3.8	4.1	3.4	3.7
High Expectations for all Students	2.4	2.4	2.5	2.4
Instructional Focus	2.6	2.7	2.5	2.3
Monitoring and Measuring	2.6	2.3	2.8	2.9
School and Community	2.4	2.9	1.9	1.7
Organizational Culture	3.1	3.4	3.0	2.6

* Based on all responses to the survey

** Based only on surveys completed by teachers and administrators from respective schools

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Whitewater Middle School

Jere Pederson, the principal at Whitewater Middle School, has been on the job for just over one year. She moved to the district from a nearby community when she was hired by the Suncreek school board for the principal's position. She is eager to make some changes in both the curriculum and staffing patterns but has chosen to go slowly because the teaching staff has felt fairly comfortable and complacent about what they were doing, although a few of the younger ones were voicing concerns about meeting the needs of the at-risk students in the school.

The previous principal, Mr. Joe Waters, who had been with the school district for 42 years, had retired last year. He was well loved and respected in both the school and the community, and his departure had been met with much sadness. With Mr. Waters as principal, the school had operated under the egg crate philosophy, with each teacher in charge of his or her classroom and with very little opportunity to coordinate activities. Furthermore, Mr. Waters was very reluctant to interfere in teacher classroom decisions. The teachers were free to try new methods and materials in their classroom if they wished, but school wide innovations were seldom imposed on the teachers, unless they were district or state mandates.

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WHITEWATER MIDDLE SCHOOL

Staff: Principal
Assistant Principal/Teacher
14 Classroom Teachers
1 Special Education Teacher
1 Basic Skills Teacher
1 Library Aide
2 Instructional Aides
1 School Secretary
1 Custodian
1 ESL Teacher

Student Ethnic Distribution:

Grade	Anglo	Hispanic	Black	Native American	Other	Total
6	45	40	3	10	1	99
7	43	35	2	8	2	90
8	50	33	3	4	1	94
Total	138	108	8	23	5	283

Student Distribution by Sex:

Grade	M	F	Total
6	47	52	99
7	46	44	90
8	45	49	94
Total	138	145	283

Students Receiving Free/Reduced Price Lunch:

Grade	
6	55
7	51
8	53
Total	159

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Whitewater Middle School Schedule

The school day at Whitewater begins at 8:30 a.m. There are 8 periods in the day, lasting 40 minutes, a 10-minute homeroom period, and a 30-minute lunch period. School ends at 3:00 p.m. Most students take five academic subjects, art or music, physical education, and an elective study hall. Students taking remedial reading or English as a second language classes may miss art or music due to scheduling conflicts.

The teaching staff arrives at 8:00 in the morning and leaves at 4:00 p.m. The teachers have duty-free lunch and one 40-minute period a day for planning. They are asked to volunteer for hallway monitoring before and after school, study hall monitoring, for some lunchtime monitoring when the school is unable to find volunteer monitors, and for sponsoring after-school activities and clubs.

The staff teaching assignments are:

Subject/class	FTE Teachers
English	2.25
Mathematics	2.25
Science	1.25
Social Science	2.25
P.E.	2.00
ESL	1.00
Art	1.00
Music	1.00
Electives (Shop, Agriculture, Computer Laboratory, Communications)	2.50
Special Education	1.00
Basic Skills	1.00

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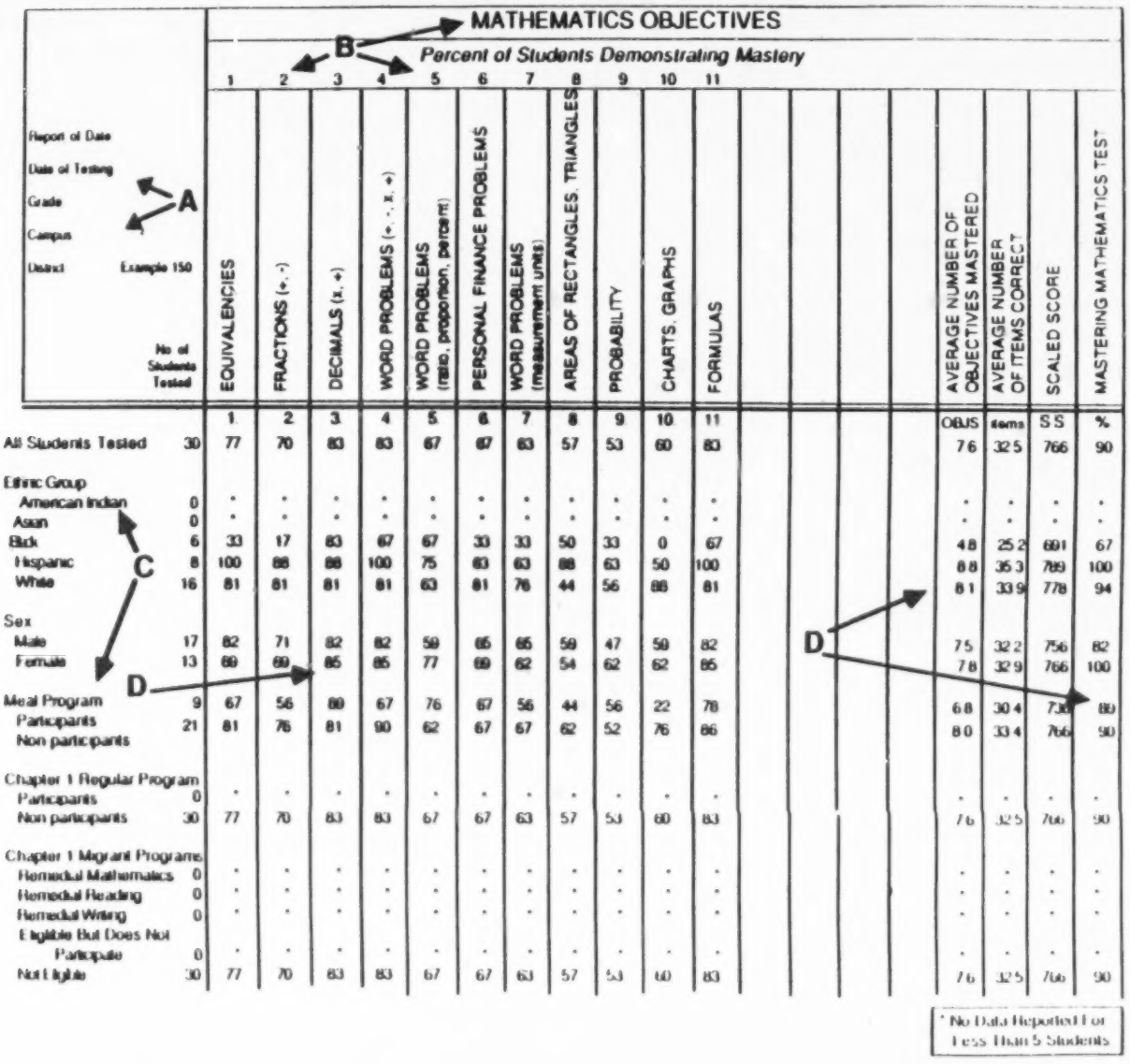
STATE ASSESSMENT OF MINIMUM SKILLS

Optional District Demographic Performance Summary



MATHEMATICS OBJECTIVES

Percent of Students Demonstrating Mastery

Report of Date
Date of Testing
Grade
Campus
District Example 150

A

B

C

D

No. of Students Tested	1 EQUIVALENCIES	2 FRACTIONS (+, -)	3 DECIMALS (x, ÷)	4 WORD PROBLEMS (+, -, x, ÷)	5 WORD PROBLEMS (ratio, proportion, percent)	6 PERSONAL FINANCE PROBLEMS	7 WORD PROBLEMS (measurement units)	8 AREAS OF RECTANGLES, TRIANGLES	9 PROBABILITY	10 CHARTS, GRAPHS	11 FORMULAS	AVERAGE NUMBER OF OBJECTIVES MASTERED	AVERAGE NUMBER OF ITEMS CORRECT	SCALED SCORE	MASTERING MATHEMATICS TEST
	1	2	3	4	5	6	7	8	9	10	11	OBJS	items	SS	%
All Students Tested 30	77	70	83	83	67	67	63	57	53	60	83	7.6	32.5	766	90
Ethnic Group															
American Indian 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black 6	33	17	83	67	67	33	33	50	33	0	67	4.8	25.2	691	67
Hispanic 8	100	88	88	100	75	88	63	88	63	50	100	8.8	36.3	789	100
White 16	81	81	81	81	63	81	76	44	56	88	81	8.1	33.9	778	94
Sex															
Male 17	82	71	82	82	59	65	65	59	47	59	82	7.5	32.2	756	82
Female 13	69	69	85	85	77	69	62	54	62	62	85	7.8	32.9	766	100
Meal Program 9	67	56	89	67	78	67	56	44	56	22	78	6.8	30.4	736	89
Participants 21	81	76	81	90	62	67	67	62	52	76	86	8.0	33.4	766	90
Non participants															
Chapter 1 Regular Program															
Participants 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Non participants 30	77	70	83	83	67	67	63	57	53	60	83	7.6	32.5	766	90
Chapter 1 Migrant Programs															
Remedial Mathematics 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Remedial Reading 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Remedial Writing 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Eligible But Does Not Participate 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Not Eligible 30	77	70	83	83	67	67	63	57	53	60	83	7.6	32.5	766	90

* No Data Reported For Less Than 5 Students

SIM-7
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Section II

The School Leadership Team

Objective:

Define the purpose and composition of the school leadership team.

Requirements:

Time:

Approximately 30 minutes

Trainer Materials:

Transparencies II-1 through II-6
3 blank transparencies and transparency pens

Trainee Materials:

Handouts II-1 and II-2

The School Improvement Plan

tp II-1

The development and implementation of an effective improvement plan at the school level is the next step in our systematic staff development process.

We will look at the school plan and focus on the following aspects:

- forming the school leadership team
- conducting a needs assessment
- establishing school goals
- designing the staff development plan
- evaluating the improvement process

We will be going through each step in the process in detail to see how it works. However, before we begin studying the steps of the process, we need to discuss the means for accomplishing it – the school leadership team.

Leadership Team Purpose and Function

Anyone involved in school improvement today recognizes that a school must be given considerable autonomy before it can be held responsible for what its students learn and before it can make changes for greater effectiveness. Indeed, change literature points to the necessity of the involvement of those most directly affected by change if there is to be true and lasting improvement.

tp II-2

Robert Waterman in his popular book, **The Renewal Factor,** says that the people who are in the best position to improve the organization's productivity are the people who currently do the work of that organization. It follows that these people will need to function as a team to accomplish changes that affect all or a significant part of the organization. However, schools can be very isolating organizations, and often may not do a good job of encouraging their professional staff to function as a team. Historically, too often the organization of schools with their separate classrooms has led to each class functioning as a separate entity without good opportunities for staff to work together.

Ron Edmonds says that if we are going to achieve school improvement, we must first get teachers to understand and accept the limitations of what they can do if they work alone. He goes on to say that when these limitations are acknowledged, we will be able to talk with teachers about the possibilities of what they can accomplish if they work together.

tp II-3

Let us take a moment to analyze the terms team and "teamwork" to be very clear about what we mean. What is a team? What makes a team different from a group? Alvin Zander, an expert in the field of group process, describes a team as "a group of individuals who depend on each other and interact with each other" (Zander, 1982). Can we expand on that? What do you think of when you consider the word "team"?

blank tp

Record suggestions on blank transparency. Some possible responses include:

- *a group with a common set of goals to accomplish*
- *a group with a task to accomplish, playing by the same set of rules (values)*
- *a group where everyone participates and contributes*
- *everyone does their part*

As we explore the concept we should keep in mind that the term "team" will apply in the broad sense to the school as a whole, as well as to the smaller group of individuals assembled to accomplish certain tasks.

While full faculty participation in school improvement and staff development planning and leadership is desirable, the logistics of assembling the entire group, except in the smallest of schools, would be complex. The solution is a leadership team representing a cross-section of the faculty as well as the principal and others when deemed appropriate.

The school involved in a significant improvement effort will likely have a school improvement team in place. This team probably will be responsible for staff development planning and leadership, or a separate team may be formed. Today we will use the term **school leadership team** to mean the one involved in systematic staff development. Before you select team members, you should know three things:

tp II-4

1) what they are going to do,
2) what members of the staff should be on the team, and
3) what your selection options are.

First, let's discuss "what they are going to do" -- the key functions of the staff development leadership team.

Reveal each function as it is discussed.

tp II-5

This is the list of functions that have proven effective in systematic staff development.

The team's responsibilities begin with the creation and communication of a vision for excellence in staff proficiency. This establishes expectations. Lack of a clear vision is the reason for failure in many an endeavor. All organizations which excel in unusual ways have a clear vision of what they are and where they are going.

Using the district priorities for improvement and specific campus priorities, the leadership team decides which priorities require staff development and then writes goal statements for staff proficiency. These are the "where we want to be" statements. The team assesses needs related to these goal statements to determine "where we are." After this, the team develops the staff improvement objectives and the 3-5 year action plan. The team's responsibilities carry through the incorporation and maintenance of the desired new practices, which means the team is a permanent part of the school organization although membership would be expected to change. The final step in the team functions is evaluation or recycling.

As you look over this list of functions, how do you see them in your own situation?

Where do you think the team members would have the most difficulties?

Allow time for responses.

Let us look now at team composition and selection.

Team Composition and Selection Procedures

The principal as instructional leader of the school is generally considered to be a crucial member of the leadership team for staff development. The effective schools literature consistantly cites the central role of the principal in improving school performance.

It would be difficult to imagine an instructional leader who would not be heavily involved in staff development. However, some rural schools research (Killian & Byrd, 1988) says that rural school principals are so involved in administrative and community responsibilities that the principal's participation on the team may not be practical. How would you view the principal's role in your situation?

Allow time for responses.

Whatever role the principal decides to take with the staff development leadership team, most would agree that there would rarely be another person in the school organization who could legitimize activities and motivate all teachers as well as the principal.

In addition to the principal, the team should represent as many aspects of the school culture as possible. In planning for such a team, which aspects would you want to be represented? For example, you probably would want grade-level representatives. What are some others?

blank tp

Write responses on blank transparency. Expected responses may include grade levels, subject areas, special classes, first-year teachers, ethnic groups, etc.

Since different planning goals may call for specific skills in differing areas, the school might consider a core team with additional temporary appointments to enlist the best

possible human resources in the team's efforts. Ben Harris, author of *Supervisory Behavior in Education,* calls this **team amplification.** In addition to faculty members, what other types of people might join the team for special purposes?

blank tp

Record responses on transparency.

Responses may include staff development specialists from intermediate educational units or colleges and universities, subject area specialists, community representatives, parents, students, and representatives from other agencies serving children.

Whether a person is a member of the core team or joins the team for a special purpose, the length of service should be clearly defined, and persons should be recognized for their efforts when they have completed their service.

ho II-1

Given the functions of the team, what general qualities do team members need to have? Handout II-1 "Onward to Excellence" lists general qualities for team members, and then adds additional qualities for teacher members, and central office members. Do you agree with each item on the list? For example, are computer skills necessary? Underline the ones that, in your experience, are necessary. What about "group process skills" and "history of follow-through"? It is important that the members make a commitment to meet and stay with the effort.

When it comes time to assemble your leadership team, what options might you consider for enlisting team members?

Wait for responses.

tp II-6
ho II-2

We'll discuss at least four alternatives. Turn to Handout II-2, "How to Select Leadership Team Members." Review the four alternatives. Think about advantages and disadvantages for each.

Allow 5 minutes. Ask each of four participants to describe advantages and disadvantages.

Expected responses might include:

1) *Peer nomination*

Advantages:	*democratic, can increase credibility, fair*
Disadvantages:	*may not result in members with desired team qualities*

2) *Principal's invitation*

Advantages:	*effective team characteristics assured*
Disadvantages:	*team may be "loaded" in the direction of the principal's agenda; may reduce teacher motivation and support*

3) *Volunteers*

Advantages:	*highly motivated staff*
Disadvantages:	*may not get most effective team members; will create selection problems if too few or too many volunteer*

4) *Enlist existing groups*

Advantages:	*possibly less controversy in the short term*
Disadvantages:	*already established group process can impede work; may not get appropriate individuals*

Larry Lezotte, a leader in the school effectiveness movement, strongly recommends self-selection or election by a majority over appointment by the principal or other administrators. Whatever selection method is used, once the leadership team is established, the school can proceed with assessing the needs for staff development.

Section II: References and Resources

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Qualities of Team Members

General Qualities of Team Members:	• Familiar with curriculum and instruction • Good group process skills • Good thinking: analytical, numbers-oriented, able to relate detail to a larger context • Computer skills: use of databases, word processing, graphics • History of follow-through on assigned tasks • Respect of others • Willingness to adopt a building perspective and position of leadership
Teacher Members:	• History of excellence in classroom teaching • Representation of as many faculty segments, factions and groups as possible • Wide content area/grade level representation
Central Office Representatives:	• Willingness to assume peer role in leadership team • Willingness to adopt a building perspective and position of leadership • Willingness to access district resources for school improvement purposes
Optional Members:	• Interest in school improvement • Available for meetings and tasks • Willing to learn • History of follow-through

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How to Select Leadership Team Members

Peer nomination

Advantages

Disadvantages

Principal's invitation

Advantages

Disadvantages

Volunteers

Advantages

Disadvantages

Existing Groups

Advantages

Disadvantages

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Section III

School Goal Setting and Needs Assessment

Objectives:

Define and provide a rationale for school goal setting in the systematic staff development process.

Provide a rationale for needs assessment in the systematic staff development process.

Describe the steps in the needs assessment process.

Use knowledge of the needs assessment process to analyze data and determine the needs for staff development sessions for Suncreek School District in a simulation activity.

Requirements:

Time: Approximately 60 minutes

Trainer Materials:

Transparencies III-1 through III-14
2 blank tranparencies and transparency pens

Trainee Materials:

Handouts I-4, and III-1
Simulation Materials SIM-7

Establishing School Goals

When the school leadership team is assembled to begin its task of planning staff development, its first job will be to establish school goals for staff development. These are broad statements of purpose that will guide the team in assessing needs and making plans. The district in all likelihood will have established priorities and goals for its schools, and these will need to be redefined and clarified in terms of the school or campus context. In addition, the

team should consider information from the school's assessment of local conditions to determine if there are priorities unique to the school that should be addressed. Through establishing the goals, the team can develop a sense of ownership for the campus and set the boundaries for studying needs and establishing improvement goals. At this point it is a good idea to involve the entire professional staff in some way and other parties where appropriate.

tp III-1

To assist the team in evaluating goals as they are developed, here is a list of questions that should be considered for each goal:

1. Does the goal statement contain the word "and" or does it in any way set more than one direction? If so, it counts as more than one goal.

2. Is it a worthy goal?

3. Is it broad enough so that all teachers can embrace it?

4. Is it result-oriented?

Do you have other criteria for evaluating goals?

tp III-2

Let us look now at the results of a survey of district-wide needs for the Suncreek school system. These 6 items were the top priorities from a total set of 21 needs. They were ranked based on a calculation of all of the repondents' "4" and "5" responses using a 5-point scale ranging from "1= not important" to "5 = very important."

Which of the items would most likely need to be addressed through systematic staff development?

Allow time for response. Elicit:

- *Improve critical thinking skills*
- *Increase parental involvement in schools*
- *Improve student attendance*
- *Improve communications among schools, human services, and other community agencies.*

Now let us take a few minutes to consider goals for the staff development priorities. As you begin to think about goals for staff development, try to visualize what the ideal level of staff proficiency would be for a given area. What would be the ideal situation in the area of critical thinking skills?

Encourage participants to develop goals for each of the 4 priorities where staff development would be needed:

1. *critical thinking skills,*
2. *parent involvement,*
3. *student attendance, and*
4. *linkages with other community agencies.*

Examples of goals include:

All faculty members have a working knowledge of problem solving and other specific critical thinking skills.

All faculty members integrate the teaching of critical thinking skills into instruction whenever appropriate.

All staff members demonstrate a commitment to parent involvement by involving parents in instruction as tutors, guest speakers, volunteers, and links to community resources.

Faculty members demonstrate their commitment to school attendance goals by increasing the attendance of their students through personal efforts and team projects.

All faculty members have sufficient knowledge of human services and other community agencies involved in serving children to enable them to work cooperatively with these agencies to meet the needs of all students.

Steps in the Needs Assessment Process

After the school goals for staff development have been established, the next step is to conduct a needs assessment to determine specific direction for improvement. For our

purposes, "needs assessment" is gathering and reviewing information related to a particular staff development goal to determine what needs to be accomplished to attain that goal. Usually the team will rely on available information, but occasionally new data may need to be generated.

tp III-3

The process involves comparing current conditions (what is) to desired conditions (what should be). Needs assessment is "determining the gap between current and desired conditions." The desired conditions are those described in the campus goals. If the goals are not specific enough to clearly identify these desired conditions, however, it may be necessary to develop standards against which current conditions may be evaluated. The results of the needs assessment will be used to develop objectives for staff development, which will in turn lead to the selection of the content and strategies for staff development

tp III-4

sessions, or the Action Plan.

tp III-5

The nature of systematic staff development depends on a thorough assessment of student and staff needs. The needs assessment should not only provide enough data to reveal discrepancies between the actual and the desired conditions but should also give an indication of the degree of the discrepancy. The information yielded through the needs assessment should be comprehensive enough to show reasons for the discrepancies. With this kind of information in hand the team can be confident about planning appropriate training strategies. To review, the needs assessment should:

- reveal discrepancies,
- indicate the degree of the discrepancies, and
- provide explanations for the discrepancies.

In addition, the needs assessment data should provide enough information to prioritize the goals based on the severity and urgency of the needs. This will help the leadership team in making decisions about allocating time and other resources for staff development activities.

Because needs assessments are primarily about collecting and analyzing data, let us review the data resouces most schools will have available. During our discussion of the rural school improvement process, we looked at four

tp III-6

categories of data – campus data, staff data, student data, and information related to instruction and curriculum.

ho I-4a & b

If you will locate Handout I-4, "Data Resources Documents," we will use this information for our discussion about data for the needs assessment and in a few minutes for a simulation activity.

Allow time for participants to locate handout.

tp III-7

As we look at our four priority areas for staff development, can you think of other kinds of data that might be needed to plan for training?

Allow time for responses and discussion.

tp III-8

We will use your list of data resources as we discuss the steps in the needs assessment process, so please keep it nearby. Needs assessment can be divided into a seven step process. As with all conceptual constructs, we know that these are not necessarily discrete steps but may overlap. Also, the process may take a few hours or several months, depending on the complexity of the issue studied. However, the steps organize our thinking about the concept of needs assessment. We have touched on the **first step** in the needs assessment process, which is to determine areas of information to be reviewed based on the district priorities and the campus goals. Remember to be sure that standards for determining discrepancies are clear.

Continue using Transparency III-8.

The **second step** is to identify specific types of data to review. This step should be given serious consideration. Let's work in our small groups and generate alternative

data sources for the Suncreek School District goal to improve critical thinking skills. Choose a recorder in your group and spend five minutes listing data sources. We will then discuss our ideas together and see what we have.

*Turn off overhead projector * and allow five minutes for groups to generate alternatives. Have recorders report results and discuss.*

* ***Note to trainer:*** *Keep Transparency III-8 available for entire discussion of needs assessments.*

When possible, at least three years of data should be used. This can provide useful information about trends.

tp III-8 * The **third step** in the process is to assemble available information, and the **fourth step** is to determine if additional information can be gained through surveys and other data collection methods. If so, the survey instrument should be developed and administered at this time, or other information should be acquired.

Survey methods such as questionnaires and interviews can yield helpful information provided they are carefully and thoughtfully constructed. Overall, this type of data gathering can be an inexpensive, efficient way to obtain information from a number of people.

There are advantages and disadvantages to both questionnaires and interviews, and these should be considered before proceeding with these methods for developing information. The questionnaire is the simplest and
tp III-9 least time-consuming of the two methods. The avoidance of some common errors can make the questionnaire a relatively problem-free method to collect data:

1. Consider the number of respondents needed and the amount of time and effort needed to tabulate results before deciding on a forced response or open-ended questionnaire. The open-ended questionnaire has the

advantage of not limiting responses and is easier to construct. However, categorizing responses and tabulating results will be much more difficult and time consuming.

2. Care should be taken to assure that a representative sample of individuals responds if it is not possible to poll everyone involved.

3. Questions should be clear in meaning and free of bias. If you were asked to respond to the question, "What do you think of parent involvement?" how would you answer?

   Allow time for responses. Point out that widely varied responses can cause difficulty when it is time to analyze the data.

   What is wrong with this question: "What do you think of the school's failure to teach reading?"

   Allow time for responses. Point out that "failure" promotes a negative bias to the respondent. Ask the participants to reword the question to make it neutral in bias, and easy to analyze the responses.

4. To be sure that there are no problems such as faulty questions or unclear instructions, conduct a pilot study with a small group of people. This is simple to do and can prevent many problems later.

5. The cost of mailing needs to be considered if the questionnaire is going to parents or other community members. Sending surveys home with students is not considered a good idea in most cases because of a reduced response rate.

6. In general, response rates to questionnaires are very low. A 30% return may be considered a good response. If the response is very low, you may end up with a biased sample, which may not be usable.

tp III-10 Interviews can solve many of the problems caused by unclear questions and lack of response because there is two-way communication. Interviews can be structured or unstructured and can be conducted by telephone or person-to-person, with individuals or with groups. However, they require more people, more planning, and more training than questionnaires. Since there will very likely be fewer respondents, care must be taken to assure a representative sample. And, finally, tabulating and interpreting results can be more time-consuming and difficult.

tp III-11 When preparing and using survey instruments, here are some things to keep in mind:

1) Plan your strategy for conducting the survey, including persons responsible for each task and your schedule.

2) Keep the survey as short as possible. Collect only information needed to make decisions.

3) Pay attention to timing when the survey is sent out. Avoid competing demands on time whenever possible. Allow an appropriate amount of time for the response.

4) Prior to distributing the survey, inform potential respondents through the media or whatever means you have so they will be expecting it. For a faculty survey, the principal can do much to give the survey validity by announcing the survey and its purpose.

5) Provide a report of the results to all respondents. This does not mean individual reports.

6) Make known any new programs or activities that were implemented as a result of the survey.

* tp III-8 After all of the needed data is gathered, it should be compiled in a meaningful way for making comparisons.

At **step five**, we organize and disaggregate the data. "Disaggregation" means taking the data apart so that we avoid making false generalizations about results. The

most common subgroups used to disaggregate data are gender, ethnicity and socioeconomic status. You may have been introduced to the disaggregation of data in terms of looking at equity in our schools. Based on Ron Edmonds' definition of effective schools, "A school is effective if, and only if, the proportion of low-income children obtaining mastery on minimum basic skills is the same as the proportion of middle-income children obtaining mastery." This concept extends to other subgroups, and organizing data by subgroups also provides information for deciding what needs to be done to strengthen weak areas.

tp III-12

The Suncreek School District total scores for the State Minimum Competency Test showed an 84% mastery level. However, when the total scores were disaggregated by ethnicity and socio-economic level, the data told a very different story. This obviously would not provide enough information to plan remediation of any kind, however. What are some other ways the district could disaggregate its test data?

blank tp

Wait for responses and record on blank transparency.

Expected responses might include content area, specific competencies, gender, grade, attendance, English proficiency, etc.

These are all ways data can be sorted out. We disaggregate to study the relationships of these variables to each other and the whole. Skipping the step of disaggregation will result in being unaware of critical factors related to school improvement and staff development. In our simulation activity we will look at more disaggregated data from Suncreek.

* tp III-8

The **sixth step** in the needs assessment process is to analyze and interpret the data. All of the data, disaggregated and otherwise, should be compared to the goals and other selected standards, such as state-wide data, previously reported district data on student and faculty, and community expectations. We should look at relationships and underlying problems and seek information to explain

variations. It is important to be responsive to all information gathered. For example, a school has set a goal to increase parent participation and student achievement through a read-at-home program. A questionnaire is sent home to determine the amount of time and resources parents are willing to commit to the program. However, an insufficient number of parent surveys are returned. Follow-up reveals that many of the parents' reading skills were insufficient for them to respond to the survey.

What are the implications of the findings in light of the goal?

Wait for responses. Responses should indicate that the goal needs to be re-examined in terms of the parents' roles and level of involvement in the read-at-home program. Or, the program may not be appropriate given the parents' reading level.

The **final step** in the needs assessment process is to prepare a report of the results, which will be the basis for developing the objectives for the Action Plans for staff development activities. The results should also be shared with the faculty and others who are closely involved in the staff development process.

Effective Practices in Needs Assessment

In 1980, the National Inservice Network identified a number of effective practices in needs assessment. You may find this summary helpful.

tp III-13 Key Elements of Needs Assessment:

1. Involve participants in planning, prioritizing and decision-making.
2. Gather information from more than one source.
3. Needs assessment must be visibly related to program delivery.

4. Needs assessment should be an ongoing process.

5. Continual reassessment of needs requires flexibility in program design.

From your experience, do you have other suggestions you might add?

Disaggregation of the Data - A Simulation Problem

Let's practice applying the last three steps of the needs assessment process. We will analyze and interpret disaggregated data and other information, and report on our findings.

For this activity you will use Suncreek School District data from the math section of a state assessment of minimum skills to determine specific needs for improvement in critical thinking. The needs will be used later to develop objectives for staff development.

tp III-14
SIM-7

If you will look at your simulation materials, SIM-7, we will go over the summary and disaggregation of the data.

On the summary page:

Part "A" gives you the date, grade, and campus.

Part "B" gives you the test and the objectives or skill areas so that we can look not only at disaggregation of the total test, but also disaggregation of all the objectives.

Part "C" indicates the subgroups that were used.

Part "D" points to the disaggregated data.

We should note at this point that this is summary data from one class for one year. In the real world, we would look at data for the entire school and at least three years of data before drawing conclusions.

ho III-1

Now, reassemble your "team," and answer the questions on Handout III-1, "Data Analysis and Interpretation."

Allow participants 20 minutes to complete questions, then reassemble large group and discuss answers to each question. Expected responses to questions are as follows. If participants have different answers, encourage them to provide a rationale.

Question 1:

Word Problems (all areas); Personal Finance; Probability; Charts and Graphs

Question 2:

Word Problems (+, -, x, +); Charts and Graphs; Word Problems, (ratio, proportion, percent)

Question 3:

The remaining skill areas

Question 4:

Word Problems (measurement and units); Probability; Word Problems (ratio, proportion, %)

Question 5:

Charts and Graphs

Now, use the information you have to write three need statements, which will be used later to develop some staff development objectives.

Allow participants 15 minutes to write need statements. Ask participants to read some of their need statements and discuss.

Section III: References and Resources

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Trainer's Notes

Data Analysis and Interpretation

1. Which mathematics objectives or skill areas would you review to gather data related to the district priority to improve critical thinking?

2. Which of the scores for the mathematic skills areas selected above show significant differences between the meal program sub-groups?

3. Which of the scores for the mathematic skill areas selected above are similar for the sex and meal program sub-groups?

4. Which of these skill areas would be targeted for remediation for all students?

5. Which of these skill areas would be targeted for the meal program participants?

6. What other test data should be reviewed?

7. What additional types of data should be reviewed or generated?

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Section IV

Action Plans for Staff Development

Objectives

Review the major concepts involved in planning staff development activities.

Introduce Action Plan.

Introduce Activity/Session Plan.

Requirements:

Time: Approximately one hour

Trainer Materials:

Transparencies IV-1 through IV-12
Two blank transparencies
Transparency pens for each group

Trainee Materials:

Handouts IV-1 through IV-13

Developing an Action Plan for Staff Development

As we already know from our previous discussion of district plans for school improvement, the priorities for areas of improvement are usually broad. The school leadership team develops and uses school goals, coupled with the findings from the school needs assessment, to develop objectives for staff development activities in its school.

After developing objectives, the school leadership team will develop an Action Plan for staff development. Since the amount of effort and resources required to attain particular objectives will vary greatly, the team should prepare a multi-year plan. Three years would be considered minimum for most school improvement goals.

tp IV-1
ho IV-1

Turn to Handout IV-1, the Action Plan form. The Action Plan form both guides the Team through the planning process and provides documentation of the implementation and effectiveness of the plan. A page of the form should be completed for each district priority and related campus goal and for each year required for reaching the goal. The form clearly shows the relationship of the district priority to the school goal, and helps to maintain focus of the team. The plan includes each planned staff development objective, the expected participants, the projected date on which the activity would take place, and the expected outcomes in terms of teacher competency or student achievement, and the last two columns provide for monitoring the progress of the plan.

The Follow-up or Modifications Needed column provides valuable information for implementation assistance as well as for future planning efforts.

The Action Plan form can be adapted to meet more specific needs. For example, if the primary means for achieving the school goal is other than staff development, the first column would be modified.

Using such a form not only assists the school leadership team in planning, it also provides data which is valuable for long-term planning to the central office, and serves as a tool in communicating with other schools.

Do you have any questions about the Action Plan? We will practice using this form in an activity later.

tp IV-2
ho IV-2

The Activity/Session Plan form provides the school leadership team with a way of organizing information for individual activities or sessions. Turn to Handout IV-2, which is the Activity/Session Plan form. Using this form, the team can record all of the information critical to the planning process. The top of the form records Who, What, When, and Where.

The Needs Assessment/Rationale, Overall Session Objective, and Expected Outcomes show why the session is planned. The relationship to the school's Action Plan is reiterated through the Overall Session Objective and the Expected Outcomes Sections. And the rest of the form shows how the session will be carried out. Notice that evaluation is addressed in the "sequencing" column.

This form assists the team with the planning, implementation, and evaluation of the staff development session.

Do you have any questions about using this form? We will practice using it later, too.

tp IV-3

To design individual staff development sessions, the team members will need to determine the:

- content to be taught,
- objectives for each session,
- audiences,
- introduction or orientation to the overall session,
- strategies to teach the content,
- activities to practice the innovation,
- follow-up and maintenance activities, and
- evaluation activities.

Does this list sound familiar? Do you recognize many of the elements of effective lesson design? These same elements, of course, apply to staff development. Designing training sessions for an innovation is analogous to designing the lessons to be taught in a curriculum unit.

The Activity/Session Plan form contains all of these elements except follow-up, which should be addressed on the Action Plan form.

Now, let us assume your team has determined that environmental science will be the content of the staff development session.

tp IV-4

The next step is to write the objectives for each training session. Remember that one day does not equal one training session. Indeed, one day may be composed of several sessions, with each session having its own goals and objectives. "Sessions" may be broken into more workable parts, such as mini-sessions held during weekly faculty or discussion group meetings. Or, the activities of individuals, such as attending a seminar, observing another program, or researching a topic, may be considered as sessions with specific objectives which are part of an overall plan. The objectives are all related, and build on each other to teach the innovation. Think of each activity or session as a lesson in the staff development unit.

Do you have any questions at this point?

As the team writes the objectives, it will need to target a particular audience: the audience that indicated the need in the school needs assessment. For example, in the content area of behavior management, you would probably have different objectives for an audience of parents, for an audience of teachers, and for teachers of emotionally disturbed children.

tp IV-5
ho IV-3

Let's use Handout IV-3 to study an example of an Action Plan developed by a school leadership team. "KLEAN-Earth" stands for "Kids Learning Environmental Activism Now - for our Earth!" a program fabricated for the purposes of this workshop. Look at the objectives for the different audiences for our "KLEAN-Earth!" staff development.

overlay
tp IV-5

In the Action Plan, Objective 2 is to "Develop school plan to implement a conservation project that will involve science instruction across all content areas." Notice that there are two audiences targeted. You can well imagine that the staff development needed for parents and teachers will be very different in the dimensions of time, expectations, and outcomes. The expectations differ, and the amount of time/number of times needed to achieve each

objective vary depending on the audience. Notice also that the staff development addresses varying levels of participant involvement, from individual to school/community groups.

tp IV-6
ho IV-4

In this example of the "Teachers' Session," an entire staff development day is planned. Activities are both action- and product-oriented, and opportunities are provided for collaboration and planning. The session begins with an orientation, ideas are elicited, plans are made, results are shared, and feedback is obtained to improve future sessions.

tpIV-7
ho IV-5

In the next example, the Parent's Session, the same objective is met through a series of short meetings and activities that are held over the course of a year. Meetings are short and are designed to provide information, solicit volunteers, and provide opportunities to directly link the community to the students' instruction. Opportunities are provided for parent committees to coordinate activities with faculty committees.

I hope these two examples have helped clarify planning considerations related to the needs of the audience and to the nature of sessions and activities. Do you have comments or questions before we continue?

Wait for responses.

tp IV-8

Remember that every audience is different, and effective training is tailored to suit the needs of each.

tp IV-9

Since you are all familiar with a wide variety of activities to use in staff development activities, let us make a list that you can use.

ho IV-6

You can record your answers on Handout IV-6. I'll start with the first activity: Discussion. Now let me hear some of yours.

List on transparency. Answers may be similar to the following list.

Types of Activities Most Common Most Fun

Discussion
Lecture
Reading
Buzz Group
Games (Board, simulation, etc.)
Drama, Role Play
Programmed Instruction
Creative Construction (Make-and-Take)
Demonstration
Case studies
Participant-directed Inquiry
Media (slide show, video, audio, film)

Now let's identify which of these activities or teaching methods are the most commonly used. Think back at the workshop or inservice session that you evaluated using the Staff Development Report Card.

Raise your hand if lecture was used as an activity.

Record an estimate of the percent of the participants raising their hands.

How many used discussion?

Continue with listed activities.

Now raise your hand if you think lecture is the most fun activity.

Continue with list.

tp IV-10 Robert Pike has a saying that seems to sum this up:

"Learning is directly proportional to the amount of fun you have."

What does our chart tell us about the learning activities that we've experienced in staff development? Are we having fun yet?

However, none of us believes that to be effective, each activity needs to be one of those in the "fun" column. There is a time and place for each type of activity.

When you are developing staff development session activities, be sure to apply the principles of adult learning theory. Keep in mind that:

tp IV-11 Adult learners have an experiential knowledge base, are self-directed, and learn through problem-solving.

Address these aspects throughout your training – in fact, after you develop an activity, evaluate it against these principles:

Has the "need to know" been established?

Does the activity recognize the range of the participants' experiences?

Are their needs addressed?

Can the participant generalize the activity to a particular situation or problem?

Another aspect to address in the design of the activities is the characteristics of the learner. Administrators and leadership teams in small schools are familiar with the strengths and weaknesses of individual teachers. One of the strengths of rural and small schools is the extra flexibility gained from their reduced bureaucracy. Leadership teams can use this flexibility to capitalize on the experiences and strengths of their teachers by including them as planners and presenters for staff development activities. In this way, the participants needs and range of experiences are addressed.

tp IV-12

One principal, Michelle Howser, conducted a study to identify the characteristics of teachers who were professionally "reluctant" and those who were "growth-seeking." She found that the reluctant teachers preferred more direction, short-term assignments, and lots of feedback. Think of the reluctant teachers you'd be training, and see if the activities take their learning characteristics into consideration.

On the other hand, reflect on the growth-seeking individuals in the group and their preferred approach to learning through individual study or collaboration with their peers. Are there activities that provide opportunities for collaboration as well as self-directed learning?

Consider, too, the attitudes these individuals have toward change. What can be done to lower the participants' anxieties regarding change? Are there activities or perhaps combinations of individuals in groups that could foster positive attitudes and increase collaboration?

For your next task, I would like you to assemble in your small groups and assume the role of school leadership team members and apply this information to the staff development needs you have identified for your school in Suncreek School District.

Use the district priority to improve critical thinking, your campus goal related to this priority, and one of your objectives for staff development. Complete an Action Plan form and an Activity/Session Plan form for the objective. You will have 30 minutes for this task. Choose a recorder for your team. Recorders, lay the transparency films at your table over blank copies of the Action Plan and Activities/Session Plan forms to record your work.

The trainer may wish to designate the level of the school leadership teams, i.e., elementary, middle school, and high school.

Ask each group to report its examples to the large group. Lay each group's transparency films over Transparency IV-1 and Transparency IV-2 for reporting.

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(School District)
Campus Staff Development for School Improvement

Action Plan

19 ___ to 19 ___

Date: _____
Year 1 _____
Year 2 _____
Year 3 _____

School: _____

Address: _____

_____

Principal: _____

School Leadership Team:

name	position
name	position
name	position
name	position

District Priority:

School Goal:

Proposed Activities and Outcomes

Staff Development Objectives	Participants	Date	Expected Outcomes (teacher, student, etc.)	Achieved	Follow-up/Modifications Needed

(School District)
Campus Staff Development for School Improvement
Activity/Session Plan

Planning Date: _____
Session Date: _____

School: _____ School Leadership Team: _____
School Goal/Content Area: _____ No. of Participants: _____
Session Presenter(s): _____ Time: _____ Location: _____

Needs assessment information/rationale for session	Overall session objective (Action Plan)	Expected Outcomes (Action Plan)

Sequence	Learning Strategy/Activity	Materials	Time/Cost	Person Responsible/Notes
Introduction/Orientation to Training				
Objective 1.				
Objective 2.				
Objective 3.				
Evaluation*				

***include criteria for success**

Total Cost _____

(School District)
Campus Staff Development for School Improvement
Action Plan
19 90 to 19 91

Date: August 21, 1990
Year 1 90 - 91
Year 2 _____
Year 3 _____

School:	Peaceful River Elementary School
Address:	400 West Main Street
	Anytown, USA
Principal:	Clayton C. Smith

School Leadership Team:

name	position
Rosemary Rosales	Team Leader
Caroline Spears	Upper Elementary
David Williams	Lower Elementary
Claudine Bolling	Parent

District Priority:
Promote the integration of science and technology into all content areas, making science relevant to students' everyday lives.

School Goal:
Through environmental conservation thematic units, students will use science and technology to reduce task, wasted materials, and energy comsumption.

Proposed Activities and Outcomes

Staff Development Objectives	Participants	Date	Expected Outcomes (teacher, student, etc.)	Achieved	Follow-up/Modifications Needed
1. Attend the Notincans Aluminum Company Environmental Awareness Seminar to investigate "KLEAN-Earth!" Program.	C. Spears (individual)	8/17/90	Determine feasibility of "KLEAN-Earth!" program; establish contacts with resource people.		
2. Develop school plan to implement a conservation project that will involve science instruction across all content areas (K-E! or some other project).	Faculty	10/4/90	Campus plans and cooperative working relationship with business/community leaders.		
	Parents	10/15/90 11/15/90 1/15/90			
3. Develop thematic units to implement the project.	Grade level work groups on campus	12/14/90	Thematic Units for teachers to use in implementing environmental project (Implementation date: 5th six week period)		
4. Evaluate/revise school/community environmental project.	Faculty/community leaders	5/31/90	Revised thematic units plus reduced waste of materials and energy.		

(School District)
Campus Staff Development for School Improvement
Activity/Session Plan

Planning Date: 8/21/90
Session Date: 10/9/90

School: Peaceful River Elementary School Leadership Team: R. Rosales, C. Spears, C. Bolling, D. Williams
School Goal/Content Area: Science (Environmental): increasing student /staff conservation No. of Participants: 28 faculty, 6 others
Session Presenter(s): R. Rosales, A. Jarreau (NAC) Time: 8:30 - 3:30 Location: Cafetorium

Needs assessment information/rationale for session
Trash in area surrounding school (parent complaints); high utilities costs; and faculty survey indicating science instruction not relevant to students' interests.

Overall session objective (Action Plan)
Participants will adopt a school plan to implement the "KLEAN-Earth!" Program (Target Date: Spring 1991)

Expected Outcomes (Action Plan)
Cooperative working relationships established with community and increased student/faculty awareness of environmental impact as evidenced by reductions in litter, wasted materials and resources

Sequence	Learning Strategy/Activity	Materials	Time/Cost	Person Responsible/Notes
Introduction/Orientation to Training	Overview & Testimonial - large group	Handouts: program brochures and description		Chamber of Commerce representative, C. Spears
Objective 1. Participants will become familiar with the "KLEAN-Earth!" Program, including curriculum areas related to its content and activities.	Review content areas with large group: rationale for choice. View film.			Al Jarreau, Environmental Engineer, Notincans Aluminum Co.
Objective 2. Participants will identify ways to implement the "KLEAN-Earth!" Program at Peaceful River Elementary.	Brainstorm ways to involve school and community in project - Activities | Possible Resource Groups | Content Area(s)	Overhead projector, pens, blank transparency film.		R. Rosales (curriculum coordinator)
Objective 3. Participants will develop grade level plans to implement the "KLEAN-Earth!" Program.	In grade level groups, identify areas of focus for each grade level through nominal group process. Identify group representative for "KLEAN-Earth!" coordinating committee. Report outline of plan to large group.	4 flip charts - grade level groups - PreK, K; 1-2; 3-4; and 5-6. Forms to structure group plans/reports	$12.00 - see if business will donate	Facilitator: Curriculum Coord P.E. Teacher to Group 1 Counselor to Group 2 Resource Teacher to Group 3 Resource Teacher to Group 4
Evaluation* Participants will identify the content areas of curriculum which are related to "KLEAN-Earth!" and suggest information and resources needed to support the program	List reasons/ways to support the program; make suggestions for follow-up meeting; request additional information.	Overhead projector or flip chart		—

***include criteria for success**

122

Total Cost _____

123

(School District)
Campus Staff Development for School Improvement
Activity/Session Plan

Planning Date: August 18, 1990
Session Date: 10/15/90
11/15/90
1/15/91

School: Peaceful River Elementary School Leadership Team: R. Rosales, C. Spears, C. Bolling, D. Williams
School Goal/Content Area: Science (Environmental): increasing student/staff conservation No. of Participants: 150 parents (or more)
Session Presenter(s): K-E! Project committee members Time: TBA (PTA) Location: Elementary Cafeteria

Needs assessment information/rationale for session
District goal - to make science a relevant aspect of students' everyday lives by promoting science instruction across all subject areas.

Overall session objective (Action Plan)
Promote public awareness of environmental education; obtain volunteers from community to assist in project implementation.

Expected Outcomes (Action Plan)
Cooperative working relationships established through parental involvement

Sequence	Learning Strategy/Activity	Materials	Time/Cost	Person Responsible/Notes
Introduction/Orientation to Training Parents will become aware of the K-E! program; recruit local businesses for volunteers, materials and refreshments.	View videotape, distribute literature outline plan in general (with timelines).	Campus plans, K- E! literature, VCR monitor and videotape	30 minutes	C. Bolling, Chamber of Commerce representative and K-E! Project Committee Chairperson
Objective 1. (11/15) Parents will participate in planning activities for the implementation of K-E! (Develop **their** action plan)	Parents will meet by grade levels to review proposed activities, brainstorm ways they can offer assistance.	Pencils, sign-up sheets for materials needed and for committees.	60 minutes	Grade level representatives on K-E! Project Committee
Objective 2. (1/15) Parents will assist in implementation of K-E! by coordinating efforts with those of teachers.	Form committees, designate representative to K-E! Parent Advisory Committee; meet with committees by grade level with teachers.	Provide resources for committee members.	60 minutes	K-E! Project Committee and the Notincans Co. representative
Objective 3. (Spring, 1991) Parents and teachers will coordinate implementation activities.	K-E! Parent Advisory committee and faculty committees meet.	Notincans Co.- refreshments	90 minutes	K-E! Faculty and parent committees
Evaluation* - **4 levels** 1) Students will report their findings regarding the grade level conservation projects. 2) Parents and community leaders will share their impressions. 3) Teachers will report student outcomes. 4) Administration will report energy/material consumption before and after project.	Student work displayed; student reports to PTA Parent/leaders' reports to PTA Teachers' and administrators' reports to PTA, newspaper and Notincans Co.	Possibly an evaluation survey of parents and teachers.	Time to conduct survey and duplication costs	K-E! Project Committee

*include criteria for success

124

Total Cost _____

125

Staff Development Activities

Types of Activities	Most Common	Most Fun

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Section V

Implementation and Evaluation

Objectives:

Identify considerations in implementing a new practice.

Develop an understanding of the implementation review process.

Develop an understanding of the evaluation process.

Identify strategies for maintaining new practices.

Requirements:

Time: Approximately 30 minutes

Trainer Materials:

Transparencies V-1 through V-9
Blank transparency

Trainee Materials:

Handout V-1

Implementation

tp V-1 *

Implementation of a new practice or innovation must be addressed by the school leadership team during the planning process. Team decisions in the following areas need to be made:

- Orientation
- Schedule for implementation
- Participants' responsibilities in implementation
- Incentives for participation
- Follow-up and maintenance activities
- Ongoing review

Decisions in these areas may impact other aspects of the planning process. For example, the schedule for implementation will affect the timetable for staff development activities as well as for follow-up and maintenance activities.

* *Keep Transparency V-1 available for entire discussion of process.*

When it is time to implement a particular staff development effort for a new practice or innovation, the first step is to inform the participants about the innovation through
tp V-2 an orientation session. The orientation session is usually the first session or activity addressed in the Activity/Session Plan, and provides another opportunity to establish the relationship between the results of the needs assessment and the training. Full knowledge of the innovation and complete understanding of the plans for its implementation are critical to success.

The participants should leave the orientation session with an understanding of the total concept involved, even though it may be broken into many parts for training.

This is the "sales pitch," when you convince the customer of all the advantages the new model car has to offer. The customer needs to see the car, know all the details, and be so convinced of the superiority of the new model that he or she is willing to take a test drive.

Depending on the innovation, the orientation session may be held at a separate time from the training, or it may be included as an introduction to the training.

tp V-1* Determining the schedule for implementation is imperative, so that during the training, the participants' concerns about change can be addressed.

Participants need to know what their responsibilities for implementation are.

During change, participants need to know exactly what is expected of them. Knowledge of their responsibilities will help the participants generalize the training to their specific classroom situation, which begins to make the training personally relevant.

tp V-3

What are the incentives for the individual to implement the innovation?

The school leadership team needs to determine what incentives are meaningful and appropriate to the participants, and include the incentives in the design. Allow for individual differences by providing a variety of incentives at all levels:

School improvement: This is achievement of goals resulting in improved student outcomes. For some individuals, being a contributing member of the team that is making a difference is enough.

Group recognition: Peer recognition of exceptional ability is very motivating for many.

Consider the role of the "cheerleader" as an incentive. Astute leaders know the valuable role that a "cheerleader" plays in a change effort, and wisely include individuals who are held in high esteem by their peers in both planning and training efforts. How can you involve "cheerleaders" in your design?

Blank tp

Solicit ideas from participants, list on overhead projector. Ideas may include:

- *asking them to "pilot" an innovation prior to training,*
- *sending them to a conference or workshop,*
- *giving testimonials about the innovation,*
- *assisting trainer during demonstrations in the training session,*

- *serving as peer trainers / consultants to others during the innovation implementation,*
- *presenting to interested groups, both professional and community,*
- *school / community recognition—award, reception / dinner, newspaper (a great thing for community or alumni clubs to sponsor), and*
- *nomination for recognition by professional organizations.*

tp V-3

Personal incentives: This is the self-satisfaction that comes with learning something new and becoming confident and adept in its use. For educators, it is the satisfaction from seeing that what they are doing (the innovation) is really making a difference in their students' learning.

Personal incentives address the needs of individual teachers, which often are different from the needs being addressed by the school improvement goals. Research on staff development indicates that self-directed study is an efficient and effective means to professional growth. In the staff development program design, the school leadership team needs to look at self-directed study in two ways. First, how can it be incorporated into the design of the staff development program? Second, how can it be used to meet the individual needs of teachers whose instructional needs vary from the direction of the particular school improvement goal? It is important for individuals to have their needs recognized rather than ignored. When they can be involved in planning to make the staff development relevant to their own professional needs, they may be more supportive of school improvement efforts which are less relevent to their everyday instruction.

For example, let's take the instance of a special education teacher. On the school needs assessment survey, the teacher indicated a need for assistance in developing a science program for students who are reading below grade level. The results of the needs assessment for the campus, however, indicated that increasing parent involvement was a priority. The special education students'

parents were actively involved in their school program. Now, how does the school leadership team address the special education teacher's needs?

Ask for suggestions.

Suggestions could include:

- *involving the special education teacher as a trainer, linking him/her with a science consultant from the education service center,*
- *giving him/her time to visit a master teacher or attend a conference, and*
- *encouraging him/her to collaborate with others, develop materials and share them, etc.*

The school leadership team should investigate incorporating individual professional growth plans into the overall three-year action plan. It may be efficient to identify teachers who are seeking information about a new technique and who are ready to try it out, provide them with the training they need on an individual basis, and have them implement the new practice. In this way, the needs of the individual teachers are being met, and the school or district is developing a cadre of trainers for future staff development.

Of course, monetary incentives are meaningful to many, but these are not traditionally used in education. Why not? Rural and small schools may want to take advantage of their close ties to the community and change this tradition in their school improvement efforts. The school leadership team may want to devote one of its meeting sessions to exploring the idea of financial reward. There may be individuals or businesses in the community that would be willing to provide a cash bonus, give a dinner for two, sponsor a trip to a conference, underwrite tuition and books, or pay for a weekend get-away.

Your efforts may even start a new tradition in your community, which could make a difference in recruiting both support for the schools and new members to the community.

I hope that you are inspired to encourage your school leadership teams to pay attention to the area of incentives during staff development planning. Just remember that incentives should be offered at all levels — individual, group, and community, and that everyone contributing to a school improvement effort should be eligible: teachers, administrators, parents, and community leaders. Also, not all incentives should be competitive. When a school improvement goal or objective is achieved, **everyone** is a "winner" – and so all participants should be recognized.

Incentives must be meaningful to all participants, and they must be an integral part of systematic staff development.

Meaningful incentives are essential for developing commitment to school improvement.

Another element of implementation is providing opportunities for practice and feedback. Much of the staff development research indicates that without follow-up coaching in the classroom, transfer and integration will not occur. Think of the first time you were shown how to drive a car, the first time you drove, and your driving skills today. Did any coaching occur during this process?

tp V-4 The practice of coaching has been around for awhile, but it is still new to many of us. In coaching, the teacher is observed using an innovation in the classroom, and is given specific feedback designed to improve performance. Coaching is voluntary and data from observations do not go in a teacher's personnel file. Coaching facilitates the
tp V-5 teacher's ability to adapt to students' needs, reduces teacher isolation, and provides psychological support.

In peer coaching, the teacher uses a new practice while a peer coach observes. The coach looks for specific behaviors and provides feedback designed to improve the teacher's use of the innovation. Often, coaches need some training in observation and communication prior to coaching their peers.

Trust is inherent in the practice of peer coaching, and collaboration is encouraged. Teachers improve communication skills as they share feedback and ideas with each other. Time to observe and plan together is critical to the use of the peer coaching model.

In the mentoring model, an experienced teacher is paired with a teacher who is relatively new to the use of the innovation. In the beginning of the mentoring relationship, the sharing of information tends to be more "one-sided." However, both teachers end up sharing ideas with each other, and the relationship changes to become more collaborative as both teachers begin learning from each other.

Implementation Review

tp V-1 *

The last aspect of the design of the implementation, **ongoing assessment**, is related to follow-up and support activities, and to the final element of our systematic staff development design, **evaluation**.

Continuous feedback and ongoing evaluation are critical to the success of the innovation. The school leadership team has to incorporate opportunities for periodic review of the progress of the innovation. Whether formal or informal, the periodic review should be based on the principles of good evaluation:

tp V-6

- **Data gathered from a variety of sources** appropriate to the school improvement goal: student data, teacher implementation, including requests for assistance, and teacher performance evaluations.

- **Review of the data.** Who will review – an administrator? a team?

There are several questions the leadership team should answer during the implementation review:

tp -V-7

1. Is implementation on schedule?
2. What activities seem to increase its use?
3. Does the schedule need to be modified?
4. What are the concerns of the participants?
5. Are modifications indicated which would make it more effective? If so, plan for modification: demonstrations, sharing of information, etc. Additional training or collaboration time may be needed.
6. Is the innovation achieving the expected effect? Always relate what you are doing back to the original objectives and outcomes and verify that you are on target.
7. Do teachers report that use of the innovation is resulting in improved student learning? Research shows that teachers become committed to a change only when their use of an innovation is combined with evidence of improved student learning. Examine data periodically to determine the extent of the impact.

tp V-8

Communicate the findings.

Feedback to all of those involved builds commitment and promotes the concept of schoolwide effort and team performance. Don't forget to inform the community when it is appropriate, too!

Evaluation and Long Term Program Maintenance

We have been talking about planning for continuous evaluation to monitor the introduction and use of an innovation. Some of you probably recognized this as the process of **formative evaluation**. It's easy to remember,

because the findings from the ongoing, formative evaluation influence the **form** of the product.

Of course, the "final" program outcomes need to be evaluated by the school leadership team as well. At the end of a designated period, usually a school year, the school leadership team collects and reviews data to determine the extent that the school improvement goal was achieved. The same program evaluation steps we used in the needs assessment apply. Let's review them now.

blank tp

Allow time for responses. Record answers on blank transparency.

Identify the area of review. You will use the outcomes specified in the Action Plan.

Identify types of data needed. What are four types of data or information we have available? Again, refer to the population specified in the Action Plan.

The other steps are:

- *Assemble available data*
- *Determine and generate additional data needed*
- *Organize and disaggregate data*
- *Analyze and interpret data*
- *Report results*

Use the measures specified in the Action Plan, as well as any measures developed during the course of the implementation of the innovation, such as individual professional growth plans and teacher logs. Look at the data as a whole and then disaggregate it. Disaggregation is important, as you may find that the innovation has influenced previously unexpected areas.

Report the results in terms of the program's goals to all who participated in the innovation, and whenever appropriate, to those who indirectly benefited or supported the implementation of the innovation. Who could this be?

They could be school board members, parents, students, businesses, consultants, education service centers, etc. Consider this as the "annual report to the stockholders." It is also an opportunity to recognize those who were outstanding contributors to the school improvement process.

If you are reporting the findings from Year 2, 3 or later in a school improvement effort, always go back to the baseline data that were used at the very beginning and compare your findings to that data. School improvement is like going on a vacation. Sometimes, when you are in the middle of the desert, you forget how much distance you've already covered. You look ahead and see how far you have to go and all you hear are the kids asking, "Are we there yet?" You have to remind everyone about where we came from, and what we've seen along the way, and to hold on, we'll be there before you know it.

Make and report recommendations based on the findings and the experiences involved in the implementation.

This last step is the one that launches you to higher expectations. You connect the current status of the program with the future, and begin the planning process for the second year of the program. The process may be circular, but it's always spiraling upward, as our expectations go higher.

What do you do when your findings show that the improvement effort did not have an impact, that the outcomes were not achieved?

Like every good planner, you have a Plan B. If there is no Plan B, then honesty is the best policy. Stick with this evaluation and planning model. Go ahead and report your findings. Investigate the possible reasons the effort did not work, and learn what you can from the experience.

What was learned from the effort? What are the implications? We learn from our mistakes as much as from our

successes, and it is important to recognize this. Honest reporting will give your leadership team more credibility in the future. Far bigger mistakes would be to ignore the findings and continue the program, or to simply drop the whole program without explanation. (Could this be the source of some teachers' cynicism about new programs?)

Now, I'll move back to our model of a successful school improvement effort.

When you were back at the step of disaggregating the data, you were not only analyzing what was accomplished, you were beginning the process of the Needs Assessment for Year 2.

The school leadership team takes the goals from Year 2 in the Action Plan for staff development, revises them as necessary based on the experiences of Year 1, and gets right down to specifics once again. In this way, even summative evaluation information is applied to an ongoing process.

Maintaining the Vision

There are a few more steps that you'll need to build into the staff development process. At first glance, they may seem easy in comparison to what we've been covering. However, on second glance, you will see that they may not be so easy. In fact, you may be able to identify some of them as barriers to school improvement.

The first is:

tpV-9

1. Incorporate the change into school district or parish guidelines.

How can this be done?

Possible responses:
whenever appropriate . . .
Include in annual reports,

Address the content of the change in any school district teacher manuals or guidebooks,
Include on organizational charts
Include regularly scheduled activities in district planning calendars

The second one may be more difficult. This is the real test of administrative and community support:

2. Incorporate the change into budget line items.

Make sure that the funding is provided to accomplish the goals of the improvement effort – year after year.

3. Purchase and disseminate materials routinely.

This involves planning. Put a reminder on the master calendar to order materials before they are needed.

And last, but not least,

4. Plan training for new staff members, and periodic "refresher" courses.

Set aside some time during your new teacher orientation days, if you have them. Or assign a buddy or mentor to the new teachers. Do you have other ideas? And don't forget to send out information to teachers when the school improvement effort is "updated" or studied.

ho V-1

To summarize our training, let's look at "Ten Good Things to Know About Systematic Staff Development for School Improvement."

You will find the list on Handout V-1.

Section V: References and Resources

Edwards, S., & Barnes, S. (1985). Staff development and teacher change. *Educational Leadership, 42*(7), 54-56.

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Trainer's Notes

Ten Good Things to Know About Systematic Staff Development for School Improvement

What would a list of "do's" and "don'ts" for systematic staff development look like?

1. **DO** remember the model:

   - establish campus goals
   - conduct the needs assessment
   - prioritize the goals and develop objectives
   - design the action plan
   - implement the plan
   - evaluate and maintain

2. **DO** follow good practices in training:

   - know your audience
   - provide an orientation
   - vary your activities
   - provide follow-up
   - provide ongoing review
   - evaluate

3. **DO** realize that change is a process - gradual and difficult for staff.

4. **DO** remember how classroom teaching practices are changed:

   - staff development
   - change in teachers' classroom practices
   - change in student learning outcomes
   - change in teachers' beliefs and attitudes

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5. **DON'T** expect change with "one shot" workshops.

6. **DO** provide continued support and follow-up after initial training.

7. **DON'T** forget the power of coaching.

8. **DO** monitor student progress closely.

9. **DO** realize the strengths and weaknessess of team members.

10. **DON'T** forget that it takes all team members and all partners working together to achieve effective leadership.

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Section VI

Team Building

Objectives:

Identify strategies for facilitating team effectiveness.

Identify and explore internal barriers to team effectiveness.

Identify and explore external barriers to team effectiveness.

Requirements:

Time: 2 hours

Trainer Materials:

Transparencies VI-1 through VI-27
Handout VI-13a for half of participants
Handout VI-13b for half of participants
(Note: Handouts VI-13a & b to be distributed **during** activity)
Chart tablet and marker pen for each group
4 blank transparencies and transparency pens

Trainee Materials:

Handouts VI-1 through VI-12

Training for Team Effectiveness

The concept and process of systematic staff development that has been presented depend on highly effective teamwork performed by both the school leadership team and the schoolwide "team" of faculty, support staff, administrators, and students.

In the ideal world, teams would be composed of members whose personalities mesh, and whose motivation and enthusiasm are always at optimal level. In the real world, teams are a potpourri of personalities, talents, and skills.

tp VI-1

Here is a quote you might want to remember! "Teamwork is the quintessential contradiction of a society grounded in individual achievement." These are the words of Marvin Weisbord in a recent book, **Teamwork: Blueprints for Productivity and Satisfaction**, and this basic dichotomy is one of the primary reasons that team building has received so much attention in recent years. We cannot assume that teachers and administrators who have been working relatively independently will automatically make a smooth transition into team decision making. Fortunately, there are strategies that can be used to help potential team members develop new skills required for effective teamwork. Next we will identify some of these strategies for facilitating team effectiveness. As we speak of team effectiveness, think in terms of both the school leadership team and school-wide team building.

ho VI-1

Direct participants to Handout VI-1 "Optimum Teamwork Characteristics."

This list of optimum teamwork characteristics was presented in **The Team Building Source Book** by Steven Phillips and Robin Elledge. Read over the list and let's discuss where you think most teams have the greatest difficulties.

Allow time for discussion.

You might think of teamwork as a balancing act between encouraging diversity in thinking on the one hand and encouraging a letting go of individual preferences on the other in order to reach consensus and make decisions. If the team errs too far in either direction, it probably will not be able to accomplish its objectives.

tp VI-2

In developing training for team effectiveness, it is helpful to look at the effort as having two components--the task, and the process for accomplishing the task as a group. The task is to develop and implement the staff development plan.

tp VI-3 *Cover # 5, Assigning Responsibility for Implementation. Display transparency.*

The process is the traditional problem-solving model – that is, problem clarification, generation of alternatives, assessing alternatives, and decision making. For group problem solving, we add one more step.

Uncover #5.

And that is assigning responsibility for implementation. In a group situation, this is an essential step.

The problem solving process is one that can take just a few minutes to go through the steps, or for a large complicated issue, one that could take a substantial amount of time and resources. If we apply the process to
tp VI-4 the task of planning, we can see that the problem-solving process can be used at any tage of planning and implementation.

We can facilitate group problem solving by using different strategies at each step to make the best possible use of our team members' knowledge and skills.

tp VI-5 The team must first reach consensus on the specifics of the problem or priority presented to them. For example, if the priority before the group is "increasing parental involvement," then what is specifically wrong with the current conditions surrounding parental involvement?

Let us each assume the role of a team member confronted with this school district priority. We need problem statements that are school-based– if there is more than one school in the district, the specific problem may not be the same at every school– and we need to pinpoint the type of parental involvement we need to improve. Now

blank tp

would you write one statement about a specific part of the problem? Make your statements as concrete as possible. Mention people, places, and things. Here is one problem statement: "Parents don't support the school by seeing that their children complete their homework assignments."

Write the above problem statement on transparency.

Now who has a different problem statement?

Encourage 4-5 participants to share their statements. Record them on transparency.

You can see that different people might have different perceptions of the details of a problem and that reaching a consensus on these would be crucial to developing a plan of action.

ho VI-2

You will find some suggestions for leading a group to consensus about a particular issue on Handout VI-2, "Problem Clarification." Take a few minutes to read over these. From your own experiences do you have any other suggestions for helping a group clarify a problem?

Remember that the problem defining stage is not the time to debate solutions and make value judgments about the problems--they could be easy or difficult to solve. Also, data to back up perceptions are critical.

tp VI-6

At the stage where the team is to generate alternative ideas for addressing the problem, it is most important to encourage participation by all team members and to encourage creativity. Once again, the method used will depend on the nature and complexity of the issue at hand. For a staff development issue, it most likely will require some research and study by the team members. One way to get started while still in the group is to hold a brainstorming session.

Brainstorming is designed to generate ideas as rapidly as they are conceptualized. A facilitator presents issues, and

the team members, in no set order, take turns stating their ideas, one idea at a time. Each idea is written on a chart before the group by a selected recorder. All suggestions should be recorded as rapidly as contributed. No time is allowed for discussion, and absolutely no value judgments can be made. There are no wrong answers. When all ideas have been offered by all members, there may be time for reflecting, discussing, combining, and categorizing ideas for further study.

In a more structured form, brainstorming may include calling on each member of the team in a round-robin manner. Of course, all other rules prevail!

Another way to ensure participation by all members is to divide the team into small buzz groups of two or three people. The buzz groups discuss the issue at hand and then report back to the large group.

One of the first issues that the staff development team will need to solve may very well be finding enough time for the team to meet. Your simulation materials, SIM 4-6, about Whitewater Middle School, provide some basic information about a school where systematic staff development is about to be initiated.

Provide each small group a chart tablet and marker. Instruct half of the small groups to use brainstorming and half of the groups to use buzz groups of two people to generate as many alternatives for finding time to meet as possible.

Allow 10-15 minutes for the groups to generate ideas. Reconvene the group to report ideas and discuss observations about the two processes.

It is important to remember that these two processes work very well for getting started, but for most substantive issues, the team members may need to conduct some research and study away from the group to find alternatives.

At the stage of generating alternatives, it may also be beneficial to amplify the team with temporary members, such as individuals from an institution of higher education or an intermediate education unit. Whom might you involve if the issue is parental involvement?

Wait for responses. Expected responses include parents, students, social worker, etc.

If one of the alternatives found does not clearly stand out as superior to all of the others, you will need to use some method to systematically weigh the alternatives to make a decision about which approach or approaches will be used. The most commonly used method is thorough discussion and finding more information on the different alternatives until a decision becomes clear. However, the team may not be able to reach consensus. In this case some systematic way to consider each alternative should be used. The group could use one of several methods to prioritize the alternatives.

tp VI-7

Two methods which aid in systematically weighing alternatives are "force field analysis" and the "weighted decision matrix." Force field analysis is a concept developed by Kurt Lewin, a renowned social psychologist and father of the group dynamics movement. It allows team members to assess each alternative solution by describing the benefits, or those forces that support the solution, versus the barriers, or those forces that hinder the adoption of the particular solution. The team lists positive forces – those that make the solution workable, and negative forces – those that make the solution unworkable. If the positive forces appear more powerful or the negative ones can be reduced or controlled, then the solution may be a viable one.

tp VI-8

Here is an illustration of the concept as set forth by Rima Miller in **Team Planning for Educational Leaders.**

tpVI-9

Once the lists of positive and negative forces have been generated, they need to be reviewed with these questions in mind.

Read questions aloud.

ho VI-3

Using the "Force Field Analysis" worksheet in Handout VI-3, reassemble your team and consider two of your ideas for locating planning time for the staff development leadership team.

Allow 10-15 minutes, then reassemble large group.

How many teams were able to use the force field analysis method to clarify the benefits and barriers in your alternatives? Was there an obvious best choice? What were your observations about using the process?

Wait for responses.

ho VI-4

Another way to systematically assess alternatives is to use a weighted decision making matrix. This can be done in a variety of ways, and the team can make its own rules to apply to its own particular situation. You have some general directions for the procedure in Handout VI-4, "Using a Weighted Decision Making Process."

tp VI-10

If we used this method to assess the merits of some of the ideas you generated about locating time for team meetings, we might have a matrix that looks like this. To save time, the critical attributes have already been recorded on the matrix.

These are :

1. Not disruptive to instruction.
2. Causes no hardship for other teachers.
3. Causes no hardship for team members.
4. Provides an adequate amount of time to get something done.
5. All team members can be present most of the time.

In order for this technique to be valid, the critical attributes must be valid. For Whitewater Middle School, does anyone have suggestions for additional attributes, or would you like to substitute one for any already listed?

Wait for response.

After the attributes are selected, weights should be assigned based on a scale to grade importance – such as 1-10, 1-3, 1-5. Bear in mind, though, that the wider the range, the more effect the particular weight will have on the outcome. You are attempting to assign a numerical value to reality.

What range would be appropriate here?

Wait for response.

What values should we use for the attributes?

Wait for response. Record weights beside attributes.

Let's use five of the options generated during your previous activities. We will label them A through E.

Record options on Transparency VI-10 .

Carry out arithmetic functions and determine which options have the highest scores.

What are some advantages to this method?

Allow time for response. Responses might include:

- *"It organizes a complex set of contributing factors."*
- *"It depersonalizes decision making." etc.*

What are some disadvantages?

Allow time for responses. Responses might include:

- *It makes things look simpler than they are.*
- *It does not allow for ways to neutralize problems.*
- *Judgment errors in establishing values for attributes carry through to making decisions.*

We have worked through the problem-solving process except for making a decision. What would be the preferred method for the team to arrive at a decision?

Elicit from the group "consensus."

Usually, by addressing each of the other steps in problem solving, the best choice will stand out from the others.

tp VI-11

But if the team encounters difficulty in reaching a decision, here are some suggestions for reaching consensus made by Rima Miller in her book, **Team Planning for Educational Leadership.**

Read suggestions and encourage discussion.

Although consensual decision making is considered ideal, can you think of situations where it might not be the best or most practical method?

Encourage discussion.

ho VI-5

Take a few minutes to look over Handout VI-5 and consider the "Advantages and Disadvantages of Decision-Making Methods."

Allow 5-10 minutes for study.

On the third page you will note the nominal group process. This is a time-tested method for working through a problem and can produce excellent results.

ho VI-6

Look at your handout on the Nominal Group Technique.

As you go through the steps, you will see how the nominal group technique takes the group through problem solving after the initial problem identification step. It does use voting to reach a decision, which is discouraged by many experts in group process. However, you might find the technique useful at times.

What kinds of situations might call for this kind of strategy?

Allow time for responses. Responses may include:

- *When the team is having great difficulty reaching consensus.*
- *When a larger group must make a decision.*
- *When one or two members are attempting to dominate.*
- *To assure participation by the whole team.*

Now we will look at barriers – both internal and external – to the effective operation of the team.

tp VI-12

Rima Miller lists 4 major reasons teams fail.

Whose responsibility would it be to communicate #1?

Allow time for response.

It would most likely be the principal's responsibility to communicate at first and then the team leader's if different from the principal.

What about the rest of the reasons for failure?

Allow time for discussion.

We can summarize Miller's list by saying that leadership is a key to making the team work effectively and that lack of leadership is a barrier to team effectiveness. Leadership is the performance of actions that (1) help the team understand and complete the task, and (2) maintain effective collaborative relationships, which is another way of saying facilitating group process. Although we tend to think of leadership as resting with the principal or team leader, any member may become a leader by taking the action necessary to complete a task and maintain good relationships; the leadership role can be fulfilled by different members of the group at different times.

How many of you have analyzed your own leadership style in the past?

ho VI-7 In order to review the concept of leadership styles, find Handout VI-7, "T-P Leadership Questionnaire." Read the directions and circle your response to each statement.

ho VI-8 *Allow 10 minutes, then ask participants to score their questionnaires using Handout VI-8.*

ho VI-9 Now, to determine your style of leadership, mark your scores on the"T-P Leadership-Style Profile Sheet."

"Shared leadership" is comparable to the Blake and Mouton concept of "team leadership."

tp VI-13 To review their concept, Blake and Mouton identify these styles of leadership:

- Concern for task
- Concern for people
- Concern for both - team leadership

They assert that there is an ideal style--the high task, high concern style, which they label team leadership. They believe that the team leader functions effectively in all types of situations.

If we want team members to share leadership responsibilities, how can we assure that this happens?

Wait for response. Possible responses may include:

- *articulate expectations*
- *increase awareness of leadership attributes by administering questionnaire*
- *assign responsibility for leadership for particular tasks*

tp VI-14

These practical suggestions for encouraging leadership development within the leadership team are adapted from a list by Corbett and D'Amico in their book, **Context and Change.**

Read transparency and encourage discussion.

Another barrier to effective team functioning is conflict, or rather the mishandling of conflict. It is important to develop an appreciation of conflict as a necessary stage of group process. Too often we tend to avoid conflict at all costs because of the potential for obstructing progress in the group if mishandled. Conflict occurs naturally and has both positive and negative effects.

How could we define conflict?

blank tp

Allow time for response and summarize group's definition on a blank transparency.

tp VI-15

Here are some definitions for conflict that some specialists in the field have used. How does our definition compare to these?

Allow time for reading and responses.

tp VI-16

The content of conflict can arise from at least four sources, differences in:

- perceptions of the facts,
- opinions about the methods to use,
- goals, and
- values.

Which source of conflict would be the most difficult to resolve?

Wait for response.

Can you think of other sources of conflict?

Wait for response.

The understanding that we should carry forward is that conflict is inevitable and that we can learn to deal with it productively.

The Conflict-Management Style Survey will provide feedback that is useful when discussing the appropriate way to handle certain conflict.

ho VI-10

Ask participants to locate Handout VI-10, review instructions and allow 20 minutes for participants to complete their surveys. ***Be sure that participants use a frame of reference related to work situations,*** *rather than family or social.*

ho VI-11

Ask participants to locate the scoring sheet, Handout VI-11, and then to score their surveys.

Discuss results.

tp VI-17

Next, we will relate your conflict management style to the Thomas and Kilmann model. This is a synthesis of their theory. They used two underlying dimensions to conflict-handling behavior: cooperativeness, or the attempt to satisfy the other person's concerns, and assertiveness, or the attempt to satisfy one's own concerns. These dimensions can be used to define five specific methods of dealing with conflict:

1. Competing is assertive and uncooperative behavior.
2. Avoiding is unassertive and uncooperative behavior.
3. Accommodating is cooperative but unassertive behavior.
4. Collaborating is assertive and cooperative hehavior. (Everyone wins.)
5. Compromising is halfway between cooperativeness and assertiveness. (Each side is willing to give up something.)

These five methods parallel the styles listed in your survey very well.

tp VI-18

Review transparency.

Which conflict-handling style do you think is best?

Lead group to understanding that each style is useful in some situations and no one style is best.

The more alternative styles one can draw from when facing a conflict, the better chance for success. What are some examples of situations where a team member would compete?

Allow time for responses.

Here are some further examples of such situations.

tp VI-19

Review transparency.

Can you describe situations where you would choose one of the other conflict handling styles?

Allow time for discussion.

ho VI-12a
VI-12b

Your handout VI-12 describes conflict-handling styles for different situations.

Let's determine what styles you use in a conflict situation through this role playing activity.

ho VI-13a
ho VI 13b

Ask participants to form groups of three.

In each group one person will be an observer and the other two persons will role play in a conflict situation. Give one role player in each group Handout VI-13a and one role player in each group Handout VI-13b. ***Have participants leave handouts face down*** *on the table until everyone has one. Instruct observers to watch for conflict handling styles and to note how long it takes for the negotiators to reach a settlement.*

You have 3 minutes to read your role description. Do not let your partner or your observer see your description.

Allow 3 minutes.

Now, Dr. Harper and Dr. Smith, you have 10 minutes to negotiate a settlement.

blank tp

Reassemble large group and have each observer report where the veginots should be delivered. Record answers on a transparency.

(Note to trainer: The veginot seeds go to Dr. Harper, and the rinds go to Dr. Smith.)

Ask the following discussion questions:

- *Why were some groups unable to reach an agreement? Was it an issue of facts, values, methods, or goals?*
- *How long did it take the other pairs to reach an agreement? What prevented them from settling the problem sooner?*
- *What led partners to see that both could get what they needed from the situation?*
- *What conflict handling styles were observed?*

Summarize by pointing out that while many times a conflict has a simple solution, people may be so intent on meeting their own needs they fail to notice other options.

Beliefs about conflict usually focus on its negative aspects. What are some of the potentially negative consequences of conflict?

blank tp — *Allow time for responses and list on blank transparency.*

tp VI-20 — Here is a list of negative consequences presented by Phillips and Elledge in **The Team Building Source Book.** Have you experienced any of these?

The absence of conflict can also be detrimental to team effectiveness. Think about some positive outcomes that may result from conflict and let's discuss those.

Allow time for responses and discussion.

tp VI-21 — Here is a list of positive outcomes of conflict. Have you experienced these?

Predicting whether a conflict is going to produce negative or positive consequences is difficult. Much will depend on how the conflict is managed by both the team leader and members. Knowing one's own preferences, strengths, weaknesses, and inclinations and having a positive

attitude about conflict as a naturally occurring stage of team development can help a leader in assisting others through the process.

A team could conceivably do everything right in addressing their task internally and still not produce positive outcomes in the school. Two external conditions that might prevent success are:

tp VI-22

- insufficient administrative support, and
- failure of the team members to follow through with their leadership responsibilities.

How might the school's leadership fail to provide administrative support?

tp VI-23

Here are some ways that a team's efforts could be sabotaged by a lack of administrative support. Most of these are errors of omission. Have you ever had these kinds of experiences? Can you think of other ways this might happen?

Discuss responses.

The leadership team members also have responsibilities that go beyond the internal workings of the team. They can facilitate the acceptance of new practices through the communication of the vision both formally and informally. And they could impede successful implementation by failing to communicate expectancy and enthusiasm. However, the most likely situation to develop for the entire team is an abdication of leadership or a decrease in involvement and interest. This situation could occur because of a lack of understanding of the change process and the need for leadership and assistance throughout the process.

tp VI-24

Implementation of a new practice can take a long time, even years. In this depiction of the time and complexity

involved in the change process, we can easily see that changing individual and group behavior would be expected to be a complex endeavor requiring a significant amount of time. While this change is taking place, the new practice or program needs protection to insure its incorporation. Generally the principal and team members should exert pressure in a positive way to keep the process going. This means continually reminding people about priorities and reinforcing staff for participation.

Change facilitators, in this case the leadership team members, concerned about their own responsibilities and roles in a change effort, sometimes fail to realize that participants are also experiencing their own concerns about the change.

Change theory suggests that significant innovations, such as new programs or instructional practices, can take as long as 3 to 5 years to fully implement. It depends, of course, on both the complexity of the actual innovation and the processes used to introduce, provide training for, and maintain the innovation. A new attendance accounting system may possibly be implemented in a year, while a new reading program may take several years.

During the process of change through systematic staff development, the school improvement team, or the change facilitators, must be able to understand what the teachers, or the implementers of the innovation, are experiencing in order to understand the need for support and follow-up.

tp VI-25

Hord, et al., in **Taking Charge of Change,** describe seven "Stages of Concern" that are experienced by teachers implementing a new program or practice.

First are personal concerns. After awareness, there are usually informational concerns:

- What is the new practice or program?
- How different is it from what we're doing?
- What kind of preparation will we receive?

What are some other questions that might be asked?

Responses might include:

- *When will it begin?*
- *Who is supporting it?*
- *Why are we doing this?*

Personal concerns may not be expressed openly but can be very intense. Almost all situations requiring new skills will be anxiety producing for a significant number of people. The primary question is, "How will using it affect me?" Can you think of specific kinds of questions that might arise?

Possible responses may include:

- *How will I be evaluated on this?*
- *How much will I have to change for this?*

Management concerns intensify during early use of an innovation. The teacher who expresses problems with time or getting material ready is having management concerns.

As teachers become proficient with a new practice, concerns focus on the innovation's effect on students – or the consequences of the practice.

Finally, some, but not all teachers, will move to concerns about collaborating with other professionals or about refocusing, or finding even better ways to teach students.

It is easy to see that very different kinds of assistance and support would be needed at the different levels of concern.

tp VI-26

Another tool for identifying the kinds of follow-up and assistance needed is the concept of "Levels of Use," also described in **Taking Charge of Change.** The eight levels describe the way teachers or others are actually employing the new practice. Again, the level of use would be essential information for planning and providing follow-up.

Discuss Levels of Use beginning with Level 0, Non-use, and moving up through Level VI, Renewal.

tp VI-27

In **Change in Schools: Facilitating the Process,** Hall and Hord provide an example of year-end implementation data from a school initiating a major new program:

1. 5% were not using the new methods.
2. 5% were still in the preparation stage.
3. 65% were at the mechanical use stage – which is a superficial level of proficiency.
4. 20% were at the routine use level, which more or less indicates integration of the new skills.
5. And only 5% were at the refinement level, where the teacher has integrated the skills to a point where modifications could be made to meet the students' needs.

As you can see, teachers can be at differing levels of implementation, and each of these would require a different kind of leadership and support.

Section VI: References and Resources

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Optimum Teamwork Characteristics

An effective team:

1. Has clearly established goals and objectives that are accepted by team members.
2. Establishes high standards of performance for itself, rather than being pressured to perform by its supervisor.
3. Allows members to disagree and has an effective way to resolve problems and inter-group conflict.
4. Reviews past actions as a learning tool to plan appropriate strategies for the future.
5. Makes decisions by consensus with consideration of alternatives.
6. Is cohesive; has a sense of unity and "oneness."
7. Experiences synergy (the whole being greater than the sum of its parts).
8. Develops a comfortable working atmosphere in which people are alert and engaged.
9. Has members who listen to each other and provide useful feedback.
10. Uses constructive criticism when necessary to facilitate group interaction and accomplish tasks.
11. Expresses ideas fully and frankly so that everyone has all relevant information and "hidden agendas" are minimized.
12. Recognizes individuals for the contributions they make.
13. Assists a member when needed to ensure successful completion of the team's goals.
14. Attaches a high value to new, creative approaches to problems.
15. Knows the value of "constructive conformity" and knows when to use it to facilitate the team's activities.
16. Is flexible because its members influence one another and their leader.

Based on the ideas of Likert, R. (1961) in *New Patterns of Management*, New York: McGraw-Hill.
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Problem Clarification

- Generate a number of different statements for the problem. Make sure everyone uses his or her own words in describing the problem.

- Insist that these statements be as concrete as possible. Mention actual people, places and things. Ask questions like, "What evidence do you have of that? What do you really mean by that? Who is affected by that? Where exactly did this happen? What did you see or hear?

- Write these problem statements where everyone can see them.

- Once each team member has provided a problem statement, have the team restate each one so that it describes two things—the situation as it exists now (the real) and the way the situation should be (the ideal).

- Reduce or combine these problem restatements to have as few as possible. These are your problems—the gap between the real and the ideal.

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Force Field Analysis Worksheet

HO VI-3

Postive Forces - benefits +	- Negative Forces - barriers

- **How important is each force? Is it a real one?**
- **Can any negative forces be turned into positive ones? Neutralized? Can positive forces be strengthened?**
- **If the negative forces significantly outweigh the positive ones, will it be too difficult to overcome the negative forces? If so, is that still a viable solution?**
- **If the positive and negative forces are equal, will those involved with the positive forces be strong enough to push on and overpower the negative ones?**

From: Miller, R. (1987). *Team planning for educational leadership*. Philadelphia: Research for Better Schools.

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Using a Weighted Decision-Making Process

1. List the identified options or alternatives, labeling them for easy use (such as A, B, C, ... or Option 1, Option 2, etc.)

2. Define and compare the critical attributes of the options under consideration, adding and deleting others as necessary.

3. Assign weights to each attribute of each option according to its importance (most to least important, definitely present to absent, etc. Scale may range from 3-1, 5-1, 10-1, etc.).

4. Add weights to obtain the total scores.

5. Determine which of the options has the highest score.

6. Evaluate outcomes, determine if scores reflect desired difference, if there is change needed—or if attributes need to be deleted or added.

7. Repeat the process until one of the options is clearly defined as most important.

Source: Marzano, R. & Arredondo, D. (1987). *Tactics for thinking*. Alexandria, VA: ASCD.

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Advantages and Disadvantages of Decision-Making Methods

Method of Decision Making	Advantages	Disadvantages
Decision by Leader Leader solves problem or makes decision using information available at time.	Applies more to administrative needs; use for simple, routine decisions; should be used when very little time is available to make the decision, when group members expect the designated leader to make the decision, when group members lack the skills and information to make the decision any other way, and when implementation is not dependent on members' commitment.	One person is not a good resource for every decision; misunderstanding of both problem and solution may exist within group; advantages of group interaction are lost; no commitment to implementing the decision is developed among other group members; resentment and disagreement may result in sabotage and deterioration of group effectiveness; resources of other members are not used; quality of decision may not be as high for complex decisions.
Expert Member Problem is delegated to an identified "expert" who recommends alternatives to leader–who then makes decision.	Useful when the expertise of one person is so far superior to that of all other group members that little is to be gained by discussion; should be used when the need for membership action in implementing the decision is slight.	It is difficult to determine who the expert is; no commitment to implement the decision is built; advantages of group interaction are lost; resentment and disagreement may result in sabotage and deterioration of group effectiveness; resources of other members are not used.
Decision by Leader after seeking input from individual group members Leader asks selected individuals for information and suggestions (may or may not share the problem) then makes decision.	Leader augments information on the problem and gets input on individual's attitude toward various alternatives. Useful in the same situations as #1.	Only selected individuals are asked for input–usually ones who support leader's opinions. Same problems arise as in #1.

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Methods of Decision Making	Advantages	Disadvantages
Committee Decision A small number of individuals chosen from larger group—elected or appointed—recommends alternatives to leader who then decides.	Can be used when everyone cannot meet to make a decision, when the group is under such time pressure that it must delegate responsibility to a committee, when only a few members have any relevant resources, and when broad member commitment is not needed to implement the decision; useful for simple, routine decisions.	Does not utilize the resources of many group members; does not establish widespread commitment to implement the decision; unresolved conflict and controversy may damage future group effectiveness; not much benefit from group interaction; does not resolve any misunderstandings of problem or solution; composition of committee may not reflect views of all the group.
Decision by Authority after Group Discussion Leader shares problem with group, obtains collective ideas and suggestions; leader makes decision that may or may not reflect group influence.	Uses the resources of the group members more than previous methods; gains some of the benefits of group discussion; may increase group members' understanding of problem and alternative solutions; allows members to express opinions and may surface attitudes concerning alternatives.	Does not develop commitment; does not resolve conflicts among group members; tends to create situations in which group members either compete to impress the leader or tell the leader what they think he or she wants to hear; may be seen by group members as a waste of time if leader does not seriously consider member input.
Majority Vote Group discusses problem and alternative solutions—a vote is taken with the majority deciding—leader agrees to accept group vote.	Provides forum for different views; allows attitudes to be expressed; provides clarifications of problem and alternate solutions; can be used when sufficient time is lacking for decision by consensus or when the decision is not so important that consensus needs to be used, and when complete member commitment is not necessary for implementing the decision.	If discussion is cut off, misunderstanding of problem and solution may still exist; usually leaves an alienated minority, which damages future group effectiveness; relevant resources of many group members may be lost; full commitment to implement the decision is absent; full benefit of group interaction is not obtained; controversy is not resolved.

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Methods of Decision Making	Advantages	Disadvantages
Nominal Group Process A structured group process that limits interaction and discussion until all ideas have been put forth; decisions are made by ranking alternatives–alternative chosen by group is accepted by leader.	Produces high quality decisions; useful for idea generation for identifying problems; minimizes interpersonal conflict; reduces opportunity for forceful person to dominate; airs all ideas.	Highly structured; may not surface emotional or attitudinal differences among members; may not result in highly committed group members.
Two-thirds Majority Group decides before discussion to abide by 2/3's majority vote, discusses problem and alternative solutions; then votes; discussion continues until 2/3's of group vote for one alternative–leader agrees to accept group vote.	Produces high quality decision; if members agree that a 2/3's vote is "fair" prior to discussion, they usually find it easier to accept and support final decision; discussion required to reach 2/3's agreement usually assures group understanding of both problem and alternate solution.	Can be used to shut off discussion and the views of the minority. May result in 34% of members resentful or uncommitted if issue is a controversial one.
Consensus Decision made by a group under conditions that permit everyone to feel he/she has had a fair chance to influence the decision and all members are prepared to support it—concession and compromise result in a decision all members can support—leader agrees to accept group decision.	Produces an innovative, creative, and high-quality decision; elicits commitment by all members to implement the decision; uses the resources of all members; the future decision-making ability of the group is enhanced; group cohesion is strengthened; useful in making serious, important, and complex decisions to which all members are to be committed.	Takes a great deal of time and psychological energy and a high level of member skill; time pressure must be minimal, and there must be no emergency in progress.

Johnson, D. W. & Johnson, F. P. (1982) Joining Together, Group Theory and Group Skills, pp 108-109. Englewood Cliffs, NJ: Prentice Hall.

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Nominal Group Technique

The nominal group technique is a structured brainstorming process that takes advantage of the many positive features of shared or participative group interaction.

The three objectives of the nominal group technique (NGT) are the following: assuring different processes to maximize each phase of creativity; providing for equal participation from each member; and incorporating weights and other rank order methods to reach a group judgment.

Certain preliminary arrangements need to precede the group meeting: an issue statement, or question developed; a leader and transcriber selected (or a plan for selection made); objectives drafted; supplies gathered; and logistics, such as time of meeting, etc. scheduled.

The six steps of the NGT are:

1. The silent generating of ideas -- in writing.
2. The recording of ideas in sequential turn -- round robin style.
3. The clarifying of ideas through serial discussion.
4. The taking of a preliminary vote to rank order importance of items (Note: Items may be assigned a rank or rated on a five-point scale).
5. The discussing of the preliminary vote.
6. Final voting (may occur in several rounds).

SOURCE: Delbecq, A. L., et al. (1975). *Group techniques for program planning.* Glenview, IL: Scott, Foresman.

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T-P Leadership Questionnaire

Name_____ Group_____

Directions: The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

A	F	O	S	N	1.	I would most likely act as the spokesman of the group.
A	F	O	S	N	2.	I would encourage overtime work.
A	F	O	S	N	3.	I would allow members complete freedom in their work.
A	F	O	S	N	4.	I would encourage the use of uniform procedures.
A	F	O	S	N	5.	I would permit the members to use their own judgment in solving problems.
A	F	O	S	N	6.	I would stress being ahead of competing groups.
A	F	O	S	N	7.	I would speak as a representative of the group.
A	F	O	S	N	8.	I would needle members for greater effort.
A	F	O	S	N	9.	I would try out my ideas in the group.
A	F	O	S	N	10.	I would let the members do their work the way they think best.
A	F	O	S	N	11.	I would be working hard for a promotion.
A	F	O	S	N	12.	I would tolerate postponement and uncertainty.
A	F	O	S	N	13.	I would speak for the group if there were visitors present.
A	F	O	S	N	14.	I would keep the work moving at a rapid pace.
A	F	O	S	N	15.	I would turn the members loose on a job and let them go to it.
A	F	O	S	N	16.	I would settle conflicts when they occur in the group.
A	F	O	S	N	17.	I would get swamped by details.

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A	F	O	S	N	18.	I would represent the group at outside meetings.
A	F	O	S	N	19.	I would be reluctant to allow the members any freedom of action.
A	F	O	S	N	20.	I would decide what should be done and how it should be done.
A	F	O	S	N	21.	I would push for increased production.
A	F	O	S	N	22.	I would let some members have authority which I could keep.
A	F	O	S	N	23.	Things would usually turn out as I had predicted.
A	F	O	S	N	24.	I would allow the group a high degree of initiative.
A	F	O	S	N	25.	I would assign group members to particular tasks.
A	F	O	S	N	26.	I would be willing to make changes.
A	F	O	S	N	27.	I would ask the members to work harder.
A	F	O	S	N	28.	I would trust the group members to exercise good judgment.
A	F	O	S	N	29.	I would schedule the work to be done.
A	F	O	S	N	30.	I would refuse to explain my actions.
A	F	O	S	N	31.	I would persuade others that my ideas are to their advantage.
A	F	O	S	N	32.	I would permit the group to set its own pace.
A	F	O	S	N	33.	I would urge the group to beat its previous record.
A	F	O	S	N	34.	I would act without consulting the group.
A	F	O	S	N	35.	I would ask that group members follow standard rules and regulations.

T_____ P_____

Reproduced from *A Handbook of Structured Experiences for Human Relations Training*, Volume I, Revised. J. William Pfeiffer and John E. Jones, Editors. San Diego, CA: University Associates, Inc. (1974).

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Scoring Instructions

1. Circle the item number for items 8, 12, 17, 18, 19, 30, 34, and 35.

2. Write the number 1 in front of a *circled item number* if you responded S (Seldom) or N (never) to that item.

3. Also write a number 1 in front of *item numbers not circled* if you responded A (always) or F (frequently).

4. Circle the number 1's which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.

5. *Count the circled number 1's.* This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.

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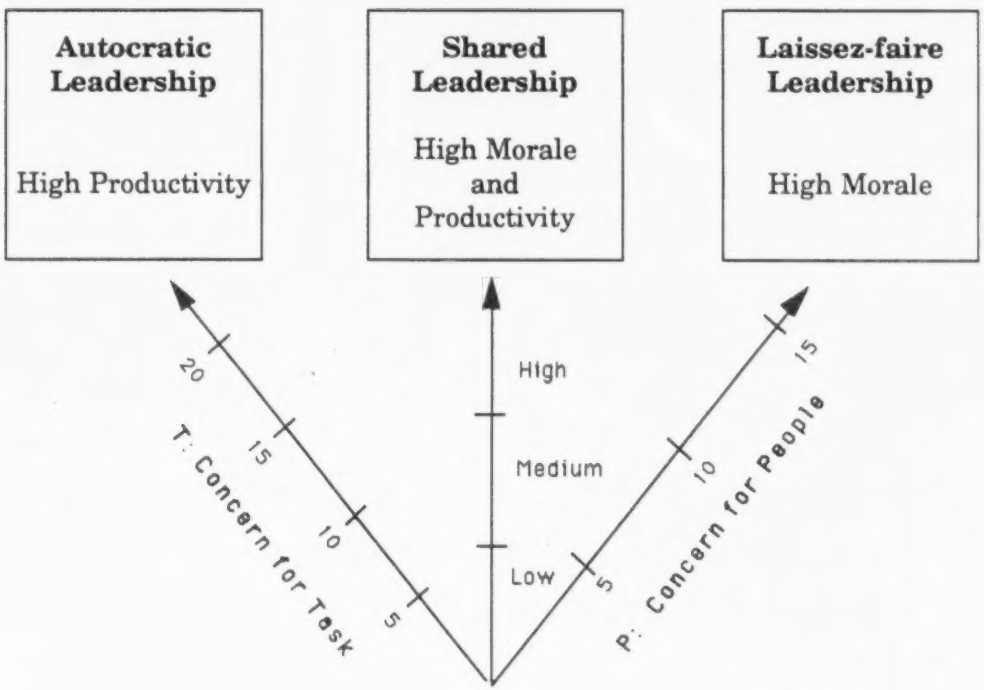
T-P Leadership-Style Profile Sheet

Name_____ Group_____

Directions: To determine your style of leadership, mark your score on the *concern for task* dimension (T) on the left-hand arrow below. Next, move to the right-hand arrow and mark your score on the *concern for people* dimension (P). Draw a straight line that intersects the P and T scores. The point at which that line crosses the *shared leadership* arrow indicates your score on that dimension.

Shared Leadership Results from Balancing Concern for Task and Concern for People



Pfeiffer, J. W. & Jones, J. E. Eds. (1974) *A Handbook of Structured Experiences for Human Relations Training*, Volume I, Revised. San Diego, CA: University Associates, Inc.

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Conflict-Management Style Survey

Name_____ Date_____

Instructions: Choose a single frame of reference for answering all fifteen items (e.g., work-related conflicts, family conflicts, or social conflicts) and keep that frame of reference in mind when answering the items.

Allocate 10 points among the four alternative answers given for each of the fifteen items below.

Example: When the people I supervise become involved in a personal conflict, I usually:

Intervene to settle the dispute.	Call a meeting to talk over the problem.	Offer to help if I can.	Ignore the problem.
3	6	1	0

Be certain that your answers add up to 10.

1. When someone *I care about* is actively hostile toward me, i.e., yelling, threatening, abusive, etc., I tend to:

Respond in a hostile manner.	Try to persuade the person to give up his/her actively hostile behavior.	Stay and listen as long as possible.	Walk away.
_____	_____	_____	_____

2. When someone *who is relatively unimportant to me* is actively hostile toward me, i.e., yelling, threatening, abusive, etc., I tend to:

Respond in a hostile manner.	Try to persuade the person to give up his/her actively hostile behavior.	Stay and listen as long as possible.	Walk away.
_____	_____	_____	_____

Reprinted from "Conflict-Management Style Survey" by Marc Robert in *The 1982 Annual for Facilitators, Trainers, and Consultants*, edited by J. William Pfeiffer and Leonard D. Goodstein. San Diego, CA: University Associates, 1982.

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3. When I observe people in conflicts in which anger, threats, hostility, and strong opinions are present, I tend to:

Become involved and take a position.	Attempt to mediate.	Observe to see what happens.	Leave as quickly as possible.
_____	_____	_____	_____

4. When I perceive another person as meeting his/her needs at my expense, I am apt to:

Work to do anything I can to change that person.	Rely on persuasion and "facts" when attempting to have that person change.	Work hard at changing how I relate to that person.	Accept the situation as it is.
_____	_____	_____	_____

5. When involved in an interpersonal dispute, my general pattern is to:

Draw the other person into seeing the problem as I do.	Examine the issues between us as logically as possible.	Look hard for a workable compromise.	Let time take its course and let the problem work itself out.
_____	_____	_____	_____

6. The quality that I value the most in dealing with conflict would be:

Emotional strength and security.	Intelligence.	Love and openness.	Patience.
_____	_____	_____	_____

7. Following a serious altercation with someone I care for deeply, I:

Strongly desire to go back and settle things my way.	Want to go back and work it out; whatever give-and-take is necessary.	Worry about it a lot but not plan to initiate further contact.	Let it lie and not plan to initiate further contact.
_____	_____	_____	_____

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8. When I see a serious conflict developing between two people *I care about*, I tend to:

Express my disappointment that this had to happen.	Attempt to persuade them to resolve their differences.	Watch to see what develops.	Leave the scene.
_____	_____	_____	_____

9. When I see a serious conflict developing between two people who are *relatively unimportant to me*, I tend to:

Express my disappointment that this had to happen.	Attempt to persuade them to resolve their differences.	Watch to see what develops.	Leave the scene.
_____	_____	_____	_____

10. The feedback that I receive from most people about how I behave when faced with conflict and opposition indicates that I:

Try hard to get my way.	Try to work out differences cooperatively.	Am easygoing and take a soft or conciliatory position.	Usually avoid the conflict.
_____	_____	_____	_____

11. When communicating with someone with whom I am having a serious conflict, I:

Try to overpower the other person with my speech.	Talk a little bit more than I listen.	Am an active listener (feeding back words and feelings).	Am a passive listener (agreeing and apologizing).
_____	_____	_____	_____

12. When involved in an unpleasant conflict, I:

Use humor with the other party.	Make an occasional quip or joke about the situation or the relationship.	Relate humor only to myself.	Suppress all attempts at humor.
_____	_____	_____	_____

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13. When someone does something that irritates me (e.g., smokes in a nonsmoking area or crowds in line in front of me), my tendency in communicating with the offending person is to:

Insist that the person look me in the eye.	Look the person directly in the eye and maintain eye contact.	Maintain intermittent eye contact.	Avoid looking directly at the person.
_____	_____	_____	_____

14. When someone does something that irritates me (e.g., smokes in a nonsmoking area or crowds in line in front of me), my tendency in communicating with the offending person is to:

Stand close and make physical contact.	Use my hands and body to illustrate my points.	Stand close to the person without touching him or her.	Stand back and keep my hands to myself.
_____	_____	_____	_____

15. When someone does something that irritates me (e.g., smokes in a nonsmoking area or crowds in line in front of me), my tendency in communicating with the offending person is to:

Use strong, direct language and tell the person to stop.	Try to persuade the person to stop.	Talk gently and tell the person what my feelings are.	Say and do nothing.
_____	_____	_____	_____

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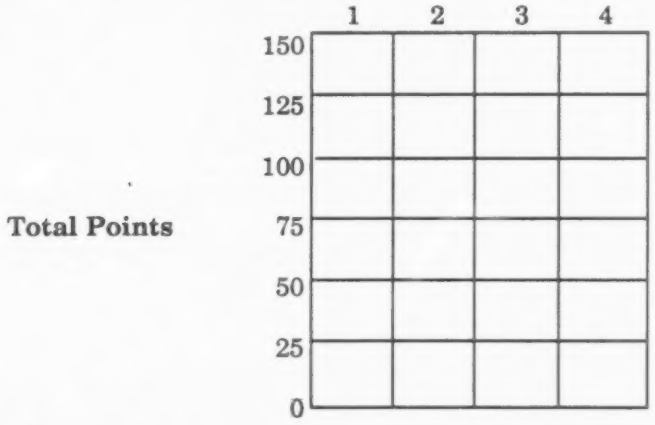
Conflict-Management Style Survey
Scoring and Interpretation Sheet

Instructions: When you have completed all fifteen items, add your scores vertically, resulting in four column totals. Put these on the blanks below.

Totals:

Column 1	Column 2	Column 3	Column 4
_____	_____	_____	_____

Using your total scores in each column, fill in the bar graph below.



Column 1. Aggressive/Confrontive. High scores indicate a tendency toward "taking the bull by the horns" and a strong need to control situations and/or people. Those who use this style are often directive and judgmental.

Column 2. Assertive/Persuasive. High scores indicate a tendency to stand up for oneself without being pushy, a proactive approach to conflict, and a willingness to collaborate. People who use this style depend heavily on their verbal skills.

Column 3. Observant/Introspective. High scores indicate a tendency to observe others and examine oneself analytically in response to conflict situations as well as a need to adopt counseling and listening modes of behavior. Those who use this style are likely to be cooperative, even conciliatory.

Column 4. Avoiding/Reactive. High scores indicate a tendency toward passivity or withdrawal in conflict situations and a need to avoid confrontation. Those who use this style are usually accepting and patient, often suppressing their strong feelings.

Now total your scores for Columns 1 and 2 and Columns 3 and 4.

Column 1 + Column 2 = _____ Score A

Column 3 + Column 4 = _____ Score B

If Score A is significantly higher than Score B (25 points or more), it may indicate a tendency toward aggressive/assertive conflict management. A significantly higher B score signals a more conciliatory approach.

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Conflict Handling Styles

When To Collaborate

1. When both sets of concerns are too important to be compromised.
2. When the objective is to test one's own assumptions or better understand the views of others.
3. When there is a need to merge insights from people with different perspectives on a problem.
4. When commitment can be increased by incorporating others' concerns into a consensus decision.
5. When working through hard feelings that have been interfering with an interpersonal relationship.

When To Compromise

1. When goals are moderately important but not worth the effort of potential disruption of more assertive modes.
2. When two opponents with equal power are strongly committed to mutually exclusive goals.
3. When temporary settlements are needed on complex issues.
4. When expedient solutions are necessary under time pressure.
5. If a back-up mode is needed when collaboration or competition fail.

When To Accommodate

1. When one realizes one is wrong.
2. When the issue is much more important to the other person.
3. When "credits" need to be accumulated for issues that are more important.
4. When continued competition would only damage the cause.
5. When preserving harmony and avoiding disruption are especially important.
6. When subordinates need to develop and to be allowed to learn from mistakes.

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When To Avoid

1. When an issue is trivial.
2. When there is no chance of getting what you want.
3. When the potential damage of confrontation outweighs the benefits of resolution.
4. When one needs to cool down, reduce tensions, and regain perspective and composure.
5. When the need is to gather more information.
6. When others can resolve the conflict more effectively.
7. When the issue seems symptomatic of another fundamental issue.

When To Compete

1. When quick, decisive action is needed.
2. On important issues for which unpopular courses of action need implementing.
3. On issues vital to company welfare when one knows one is right.
4. When protection is needed against people who take advantage of noncompetitive behavior.

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Role Play: Veginots
Role of Dr. Harper

You are a research scientist who is working on some secret projects for national security. You accidentally discovered that Zeno, a substance that your group created, would neutralize radioactive fallout. By the time you made this discovery, there was very little Zeno left. None of the ingredients of Zeno are difficult to obtain except veginot seeds. The veginot, an experimental melon, takes four months to produce the seeds needed for Zeno.

It has been confirmed that a group of terrorists is planning to set off a nuclear bomb within a few days in a certain Middle-East country. Although the target city is unknown, several are most likely. If enough Zeno is available, it can be used to seed clouds over these cities. Your experiments indicate that the rain produced by these clouds will protect a city from fallout if the nuclear explosion occurs within two weeks. Naturally, the cloud seeding must be kept secret.

Your search has turned up only one crop of mature veginots. This crop is just large enough to produce enough Zeno to seed clouds over the cities that are potential targets for the bomb. The owner of the crop will sell it to the highest bidder.

Dr. Smith, a researcher for a small competitor of your company, is also in need of veginots for some sort of research on a rare disease. Smith knows about the available veginots and intends to buy them.

The Federal Government, though not as convinced as you are about the value of Zeno, has authorized you to offer up to $3 million to obtain the veginot seeds. However, you have decided to talk to Dr. Smith before approaching the owner of the veginots. You hope to persuade Smith not to bid on the crop.

This role play is based on a scenario developed by Robert House of Suffolk University, Boston, Massachusetts.

Reproduced from Phillips, S. L. & Elledge, R. L. (1989) *The team-building source book*. San Diego, CA: University Associates, Inc.

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Role Play: Veginots
Role of Dr. Smith

You are a research scientist who recently discovered a vaccine to prevent Stache, a children's disease that permanently disfigures the victim and can cause brain damage. The disease had been extremely rare, and your research was not considered particularly valuable. However, there has now been an outbreak in a small community, and several thousand children are in danger if they do not immediately receive a vaccine for Stache. The consequence of no vaccine, of course, could be a nationwide or worldwide epidemic.

If the company for which you work can produce enough vaccine to stop the potential epidemic, it will probably receive enough government grants to bring it out of its precarious financial position. And, of course, it will receive worldwide publicity for its contribution to humanity. Needless to say, you will be the star of the entire episode.

Unfortunately, the veginots, which you used to develop the vaccine, are rare. The veginot, an experimental melon that has a toxic rind when it matures, takes four months to produce the toxin. You need the toxin for your vaccine, and the crop you were depending on was killed by an unseasonal freeze just prior to the outbreak of Stache. Therefore, you must obtain mature veginot rinds immediately or it will be too late to prevent the spread of Stache.

Your search has turned up only one crop of mature veginots. This crop is just large enough to produce the vaccine needed for the children who are in imminent danger of Stache, and the owner of the crop will sell it to the highest bidder.

Dr. Harper, a researcher employed by a successful competitor of your company, is also in need of veginots. You are not sure of the type of research Harper is doing, but it has something to do with national security. Harper knows about the available veginots and intends to buy them.

You have been authorized to obtain the veginot rinds the you need, and your company is willing to pay $3 million. However, you have decided to talk to Dr. Harper before approaching the owner of the veginots. You hope to persuade Harper not to bid on the crop.

This role play is based on a scenario developed by Robert House of Suffolk University, Boston, Massachusetts.

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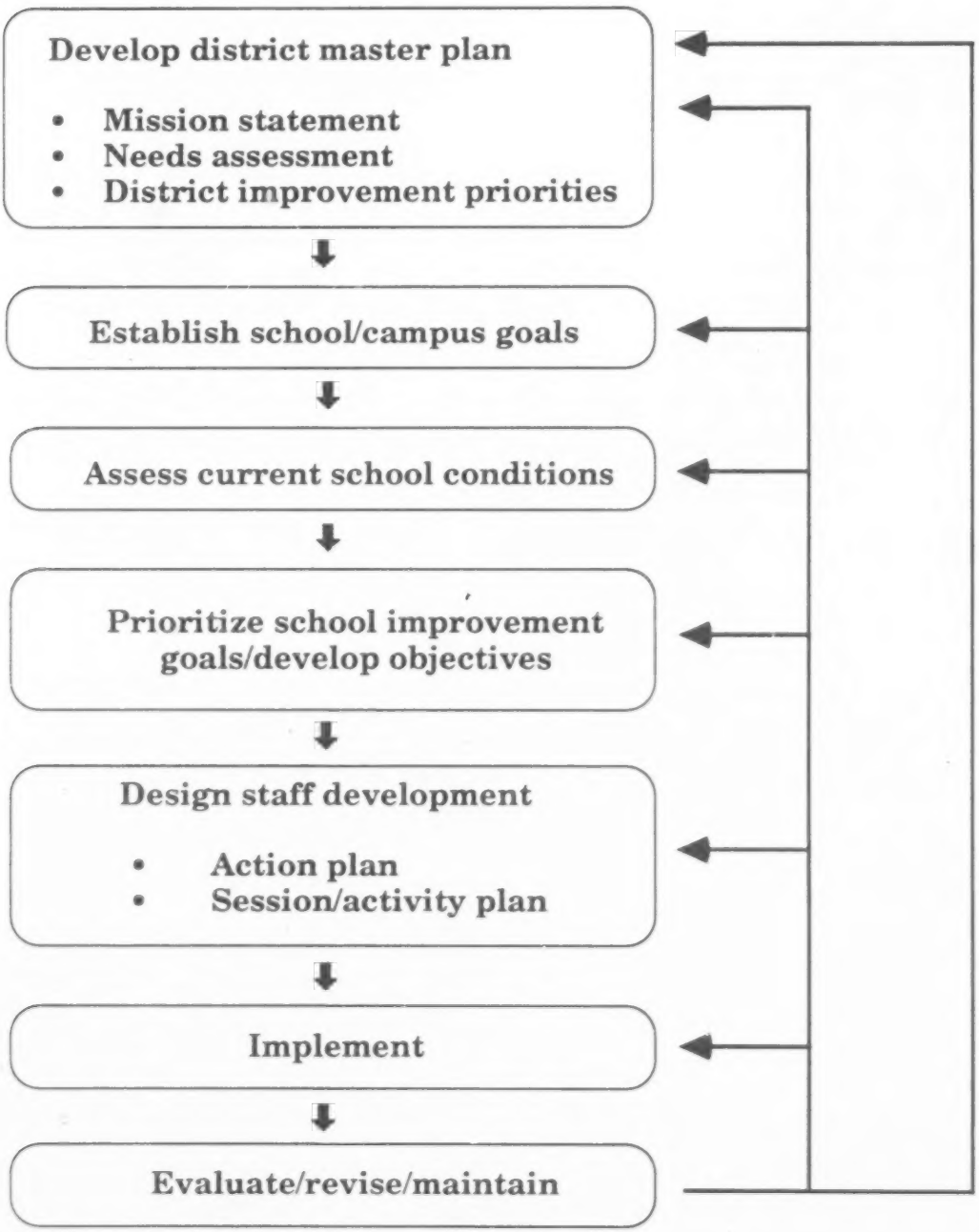
Systematic Staff Development
for
Rural, Small School Improvement



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TIMES

HAVE

CHANGED

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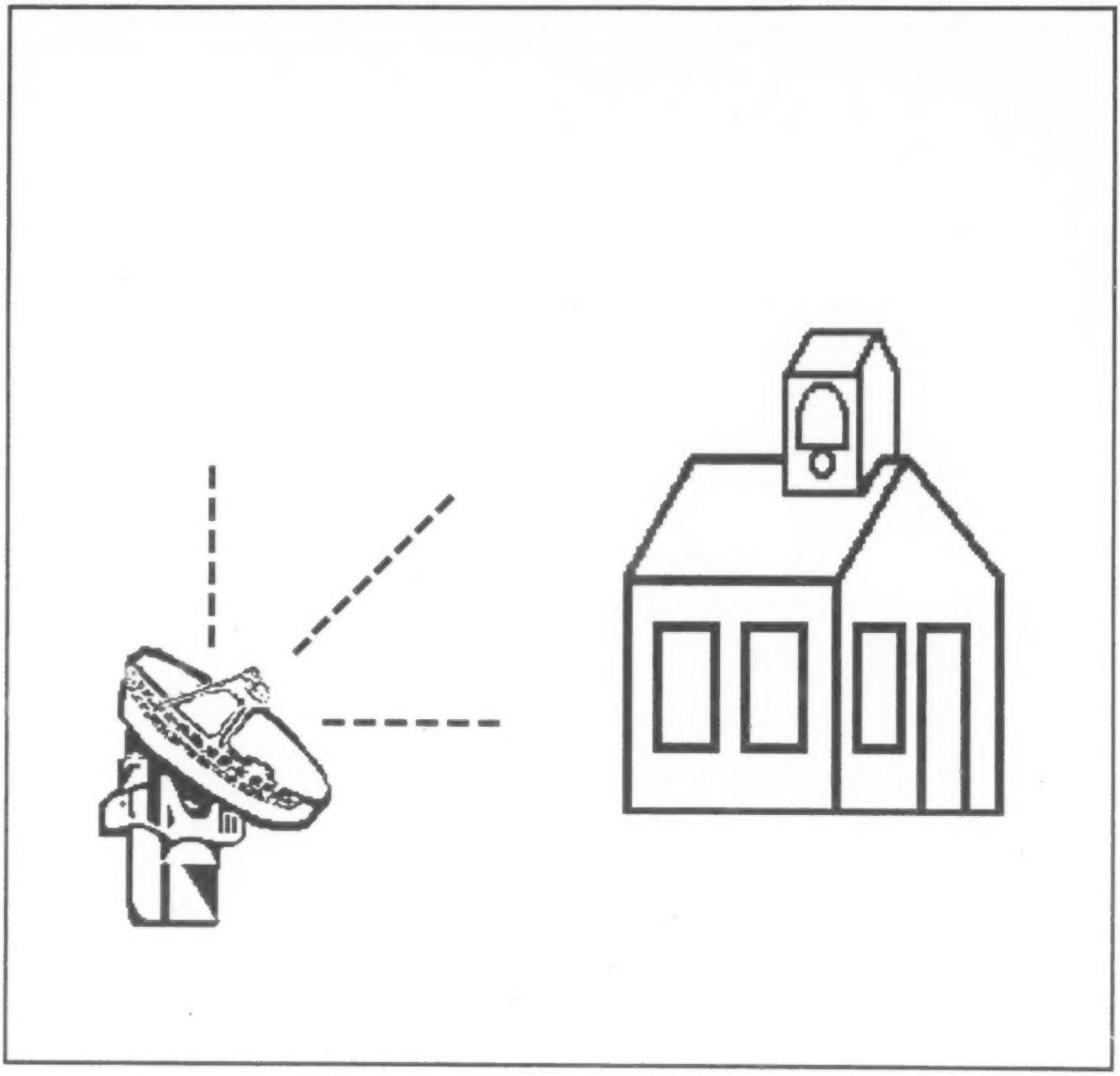

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RURAL COMMUNITIES

- 1/4 of all Americans
- 56 million people
- 2400 out of 3100 counties

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- Smaller Classes
- Closer Relationships
- More Participation
- More Flexibility
- School Board Members
- Structure and Resources

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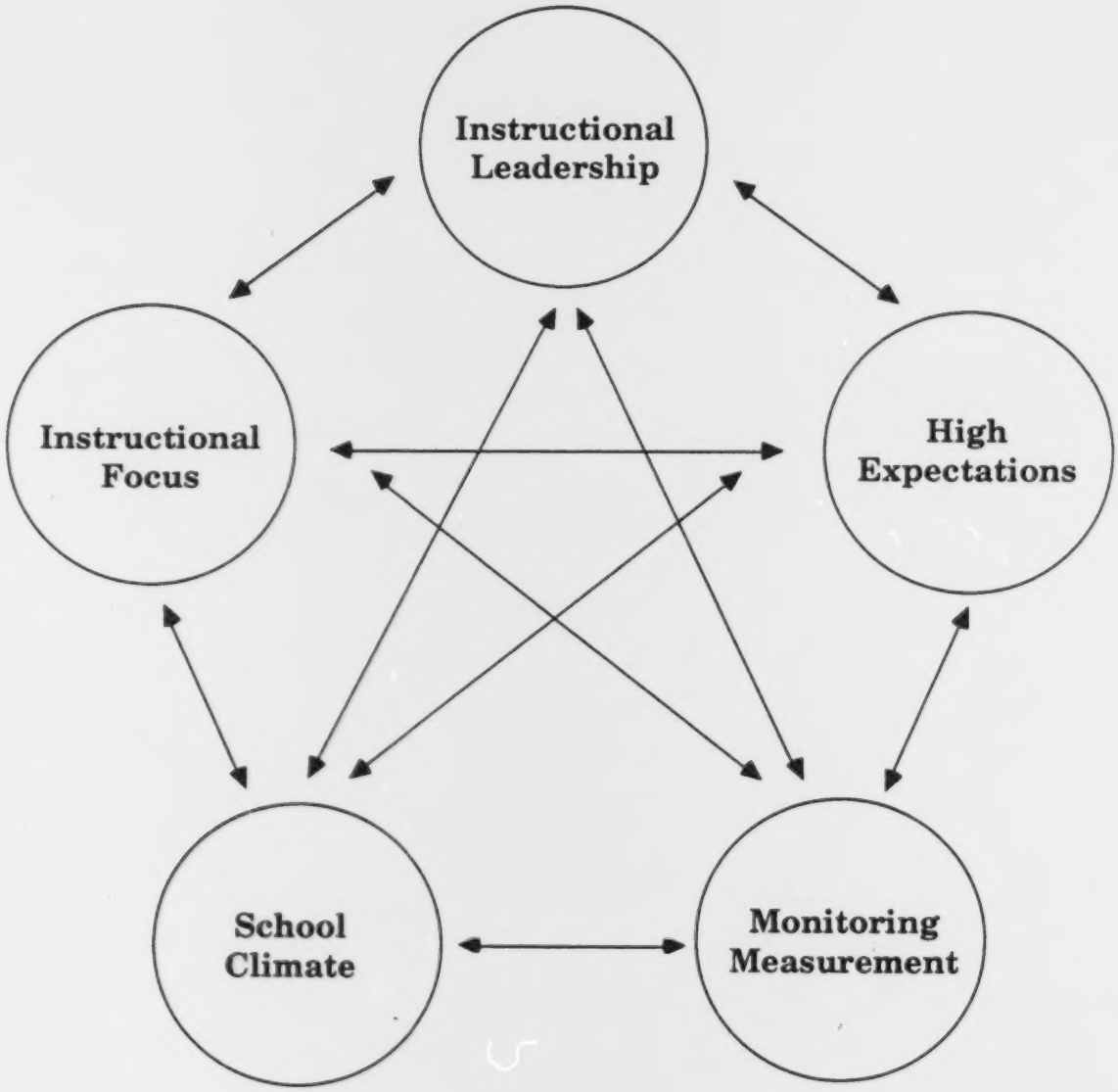
Correlates of Effective Schools



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Parent Community Involvement

TP I-8

194

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CAVEATS

- The research is correlational, not causal
- All correlates are necessary and must be addressed
- The single school is the unit of change
- The research emphasizes change in the total school culture

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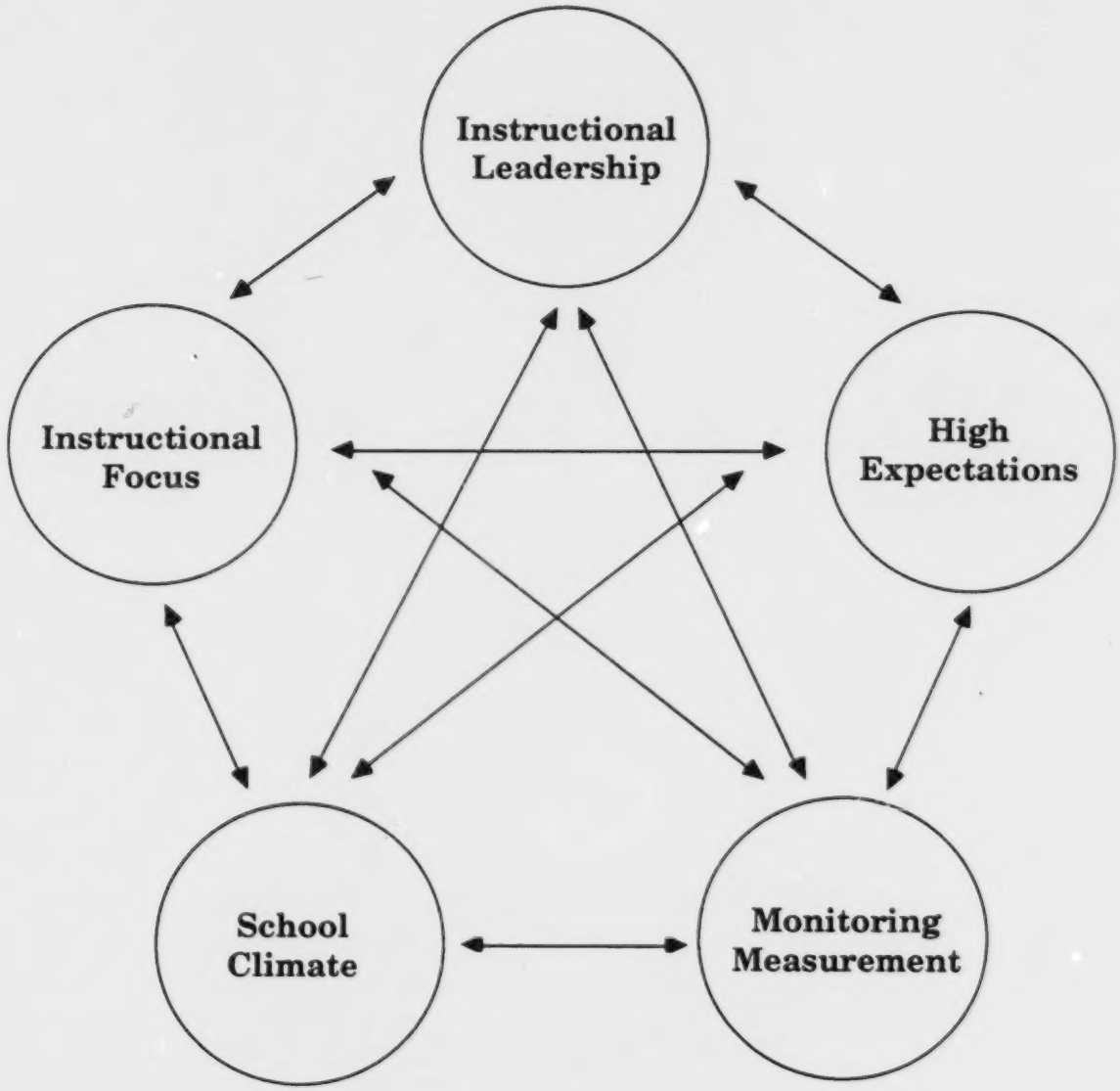
Correlates of Effective Schools



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CORRELATES AND THEIR INDICATORS

Instructional Leadership	Safe & Orderly School Climate
High Student Expectations	Instructional Focus
Monitoring & Measuring Progress	School & Community Support

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CORRELATES AND THEIR INDICATORS

Instructional Leadership #1, 3, 13, 19, 25, 31	Safe & Orderly School Climate #2, 8, 14, 20, 26, 32
High Student Expectations #7, 9, 15, 21, 27, 33	Instructional Focus #4, 10, 16, 22, 28, 34
Monitoring & Measuring Progress #5, 11, 17, 23, 29, 35	School & Community Support #6, 12, 18, 24, 30, 36

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Resource Availability

Incentives

Communication Linkages

Goals and Priorities

Staff Relationships

Staff Stability

Discrepancies

History

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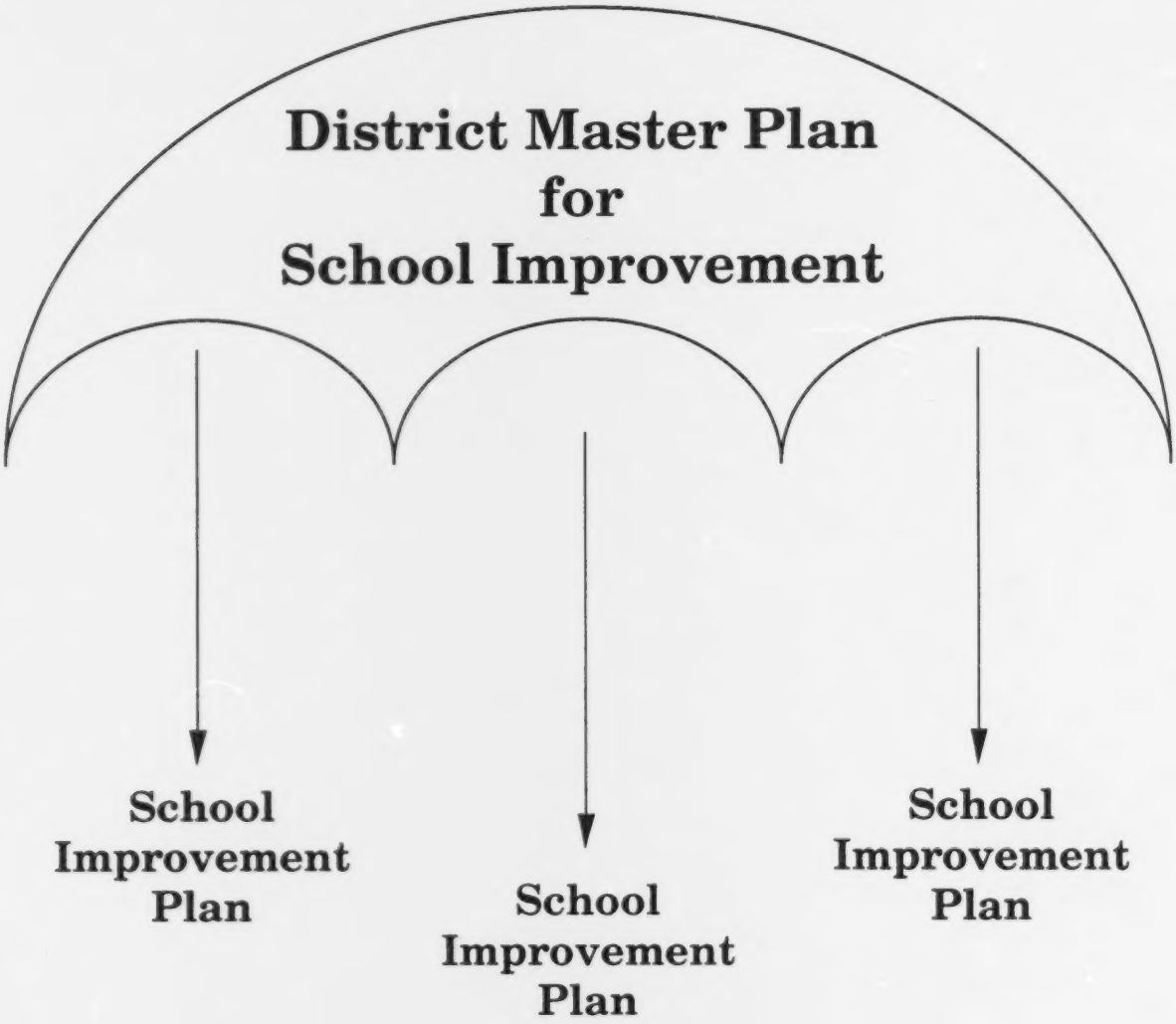

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School Improvement Process

1. Developing a District Mission
2. Identifying District Priorities
3. Establishing Priority Goals
4. Developing a Master Plan
5. Developing and Implementing School-Based Improvement Plans
6. Evaluating the Results of School Improvement Efforts

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SAMPLE MISSION STATEMENT

In our Public Schools,

we all work together to

assure that every child

feels important and

that every child learns.

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MISSION STATEMENT

Public Schools are committed to excellence in teaching and learning for all students. We will provide effective instructional leadership, responsible fiscal management, and quality learning environments which improve student outcomes. We share with our community the responsibility for the education of all students so that they will be prepared to live and work in a rapidly changing world.

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MISSION STATEMENT

The School District believes that all students, regardless of family background, socioeconomic level, or sex, will achieve mastery of the essential objectives in each subject area or course. Each student is encouraged to achieve to his/her highest potential.

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DATA

- Δ CAMPUS
- Δ STAFF
- Δ STUDENT
- Δ INSTRUCTION and CURRICULUM

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School Improvement Process

1. Developing a District Mission
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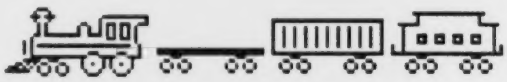
The underlying assumption of this training is that the school improvement process at the district and school levels includes effective and systematic staff development.



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Systematic

- having, showing, or involving a system, method, or plan;
- characterized by a system or method, methodical;
- arranged in or comprising an ordered system;
- pertaining to, based on, or in accordance with a system of classification

TP I-22

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Staff

- a group of persons, such as employees charged with carrying out the work of an establishment or executing some undertaking

TP I-23

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Development

- The act or process of developing; progress;
- The act of improving capabilities so that a more advanced or effective state is achieved.

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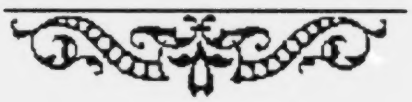
Systematic staff development for rural school improvement is a continuous, planned, sequential process used to design inservice programs relevant to the campus and district's priority school improvement goals.



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Effective systematic staff development programs are characterized by these practices:

1. Program goals and objectives stem from a systematic needs assessment process and relate to campus and district goals.

TP I-26

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2. Campus teachers and administrators are involved in the selection of staff development activities and design of programs related to campus improvement goals.

TPI-27

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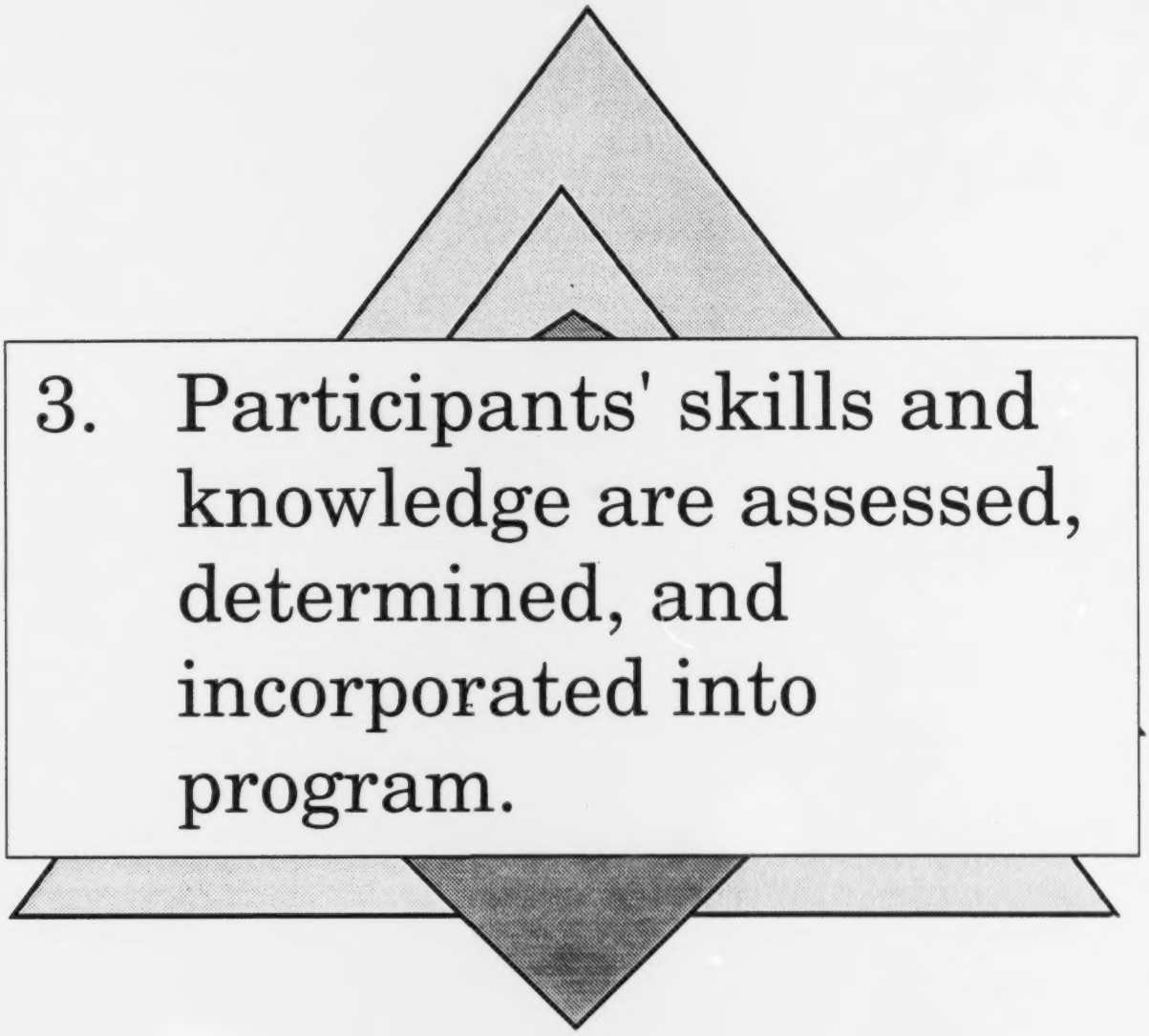

TPI-28

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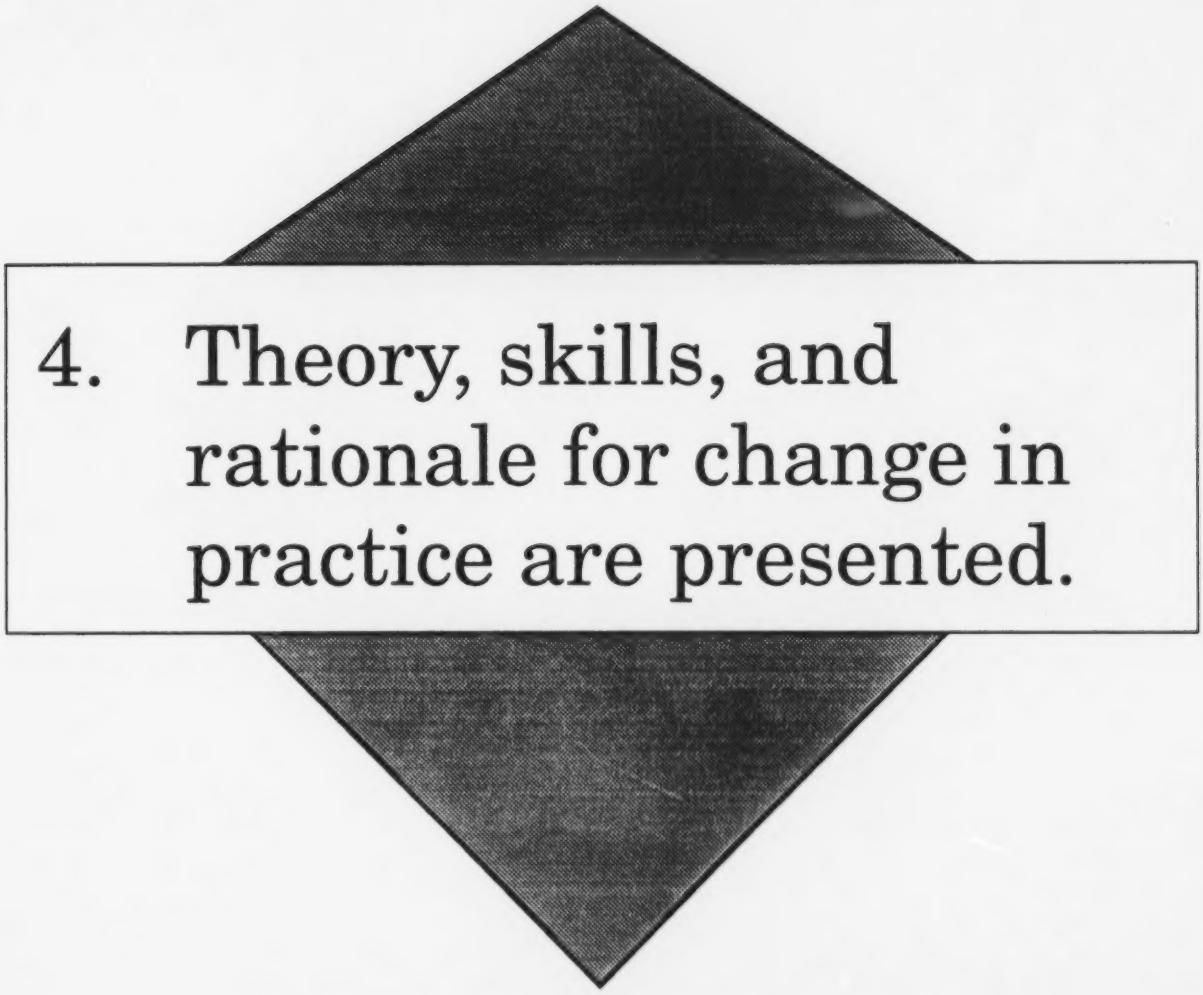

TP I-29

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5. Varied activities to promote individual and group learning are included.

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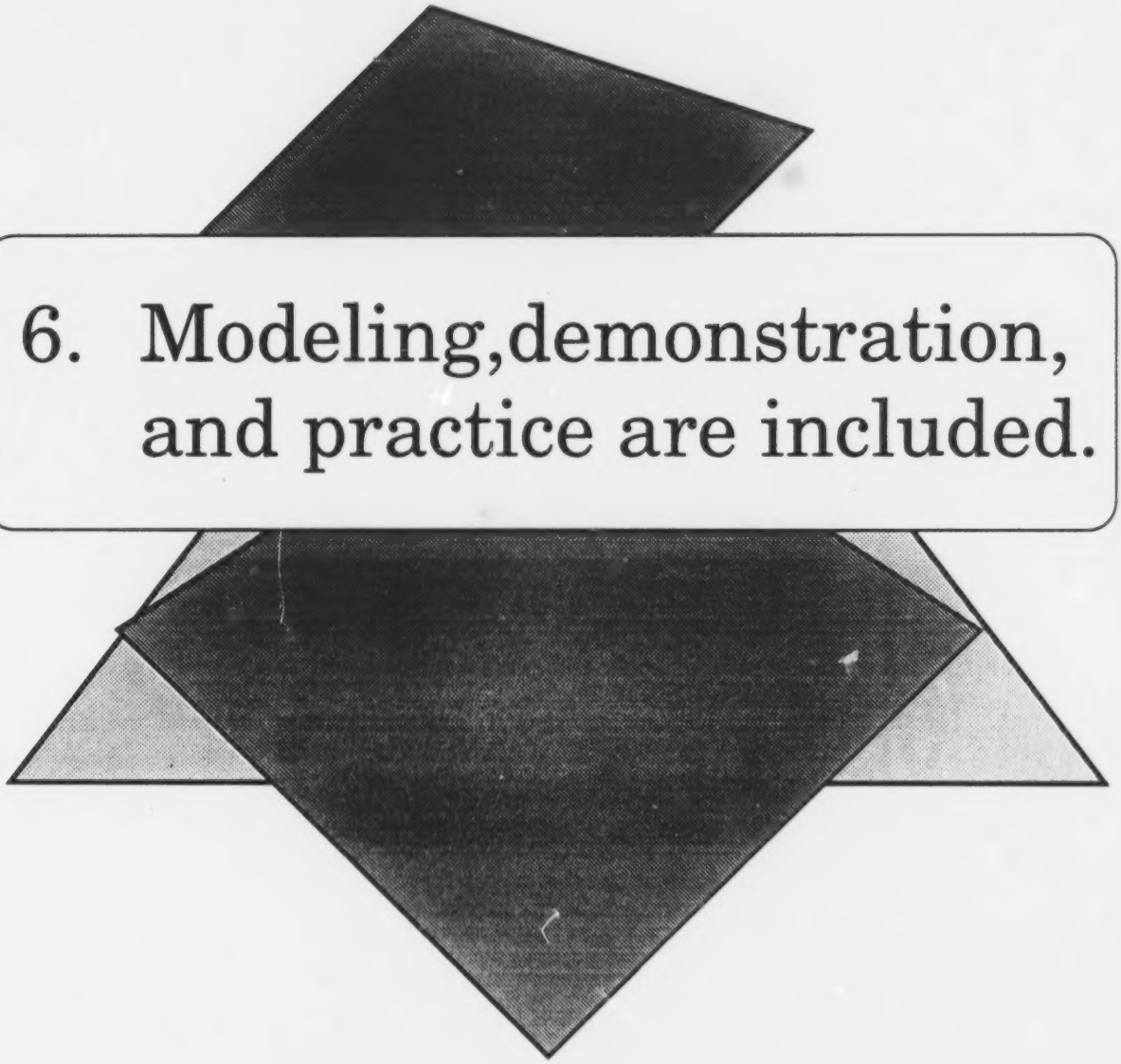

6. Modeling, demonstration, and practice are included.

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7. Program content and process are evaluated by participants.

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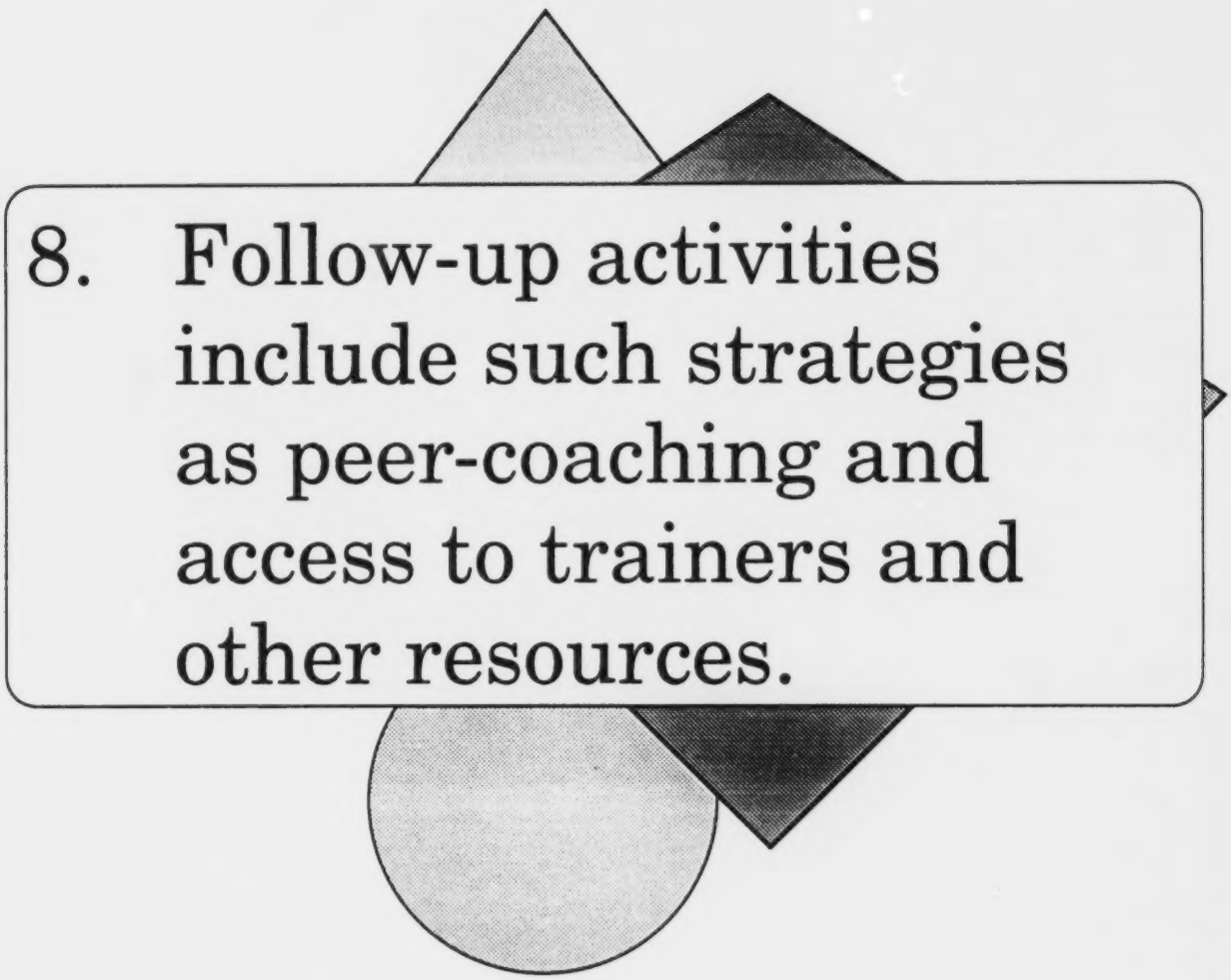

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9. An ongoing program evaluation gathers information from participants and others as appropriate.

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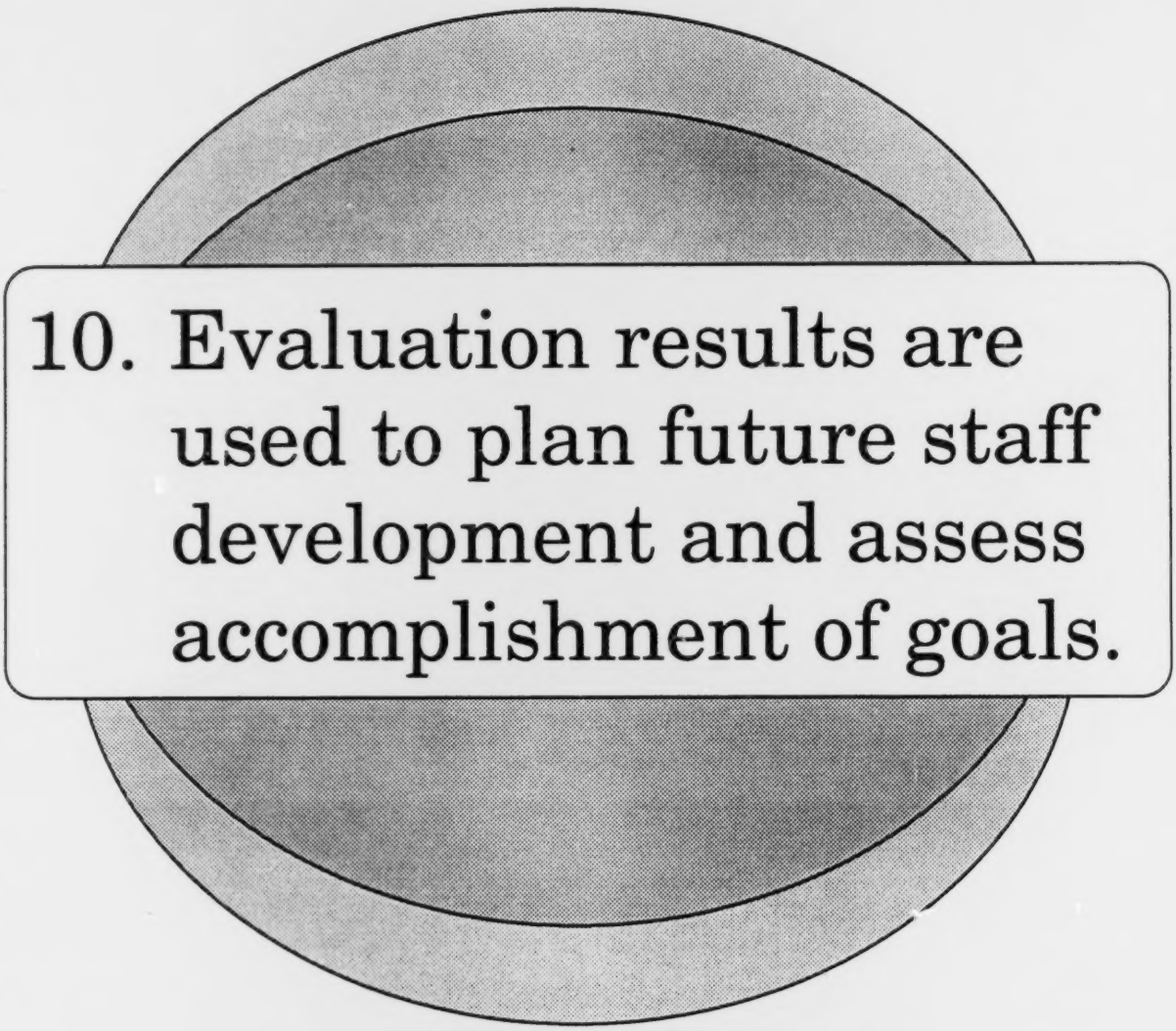

TP I-35

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Report Card Scores

85-100
70-84
55-69
30-54
under 30

TP I-36

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Systematic Staff Development is:

- continuous
- planned
- sequential
- based on needs assessment
- related to district and campus improvement goals

TP I-37

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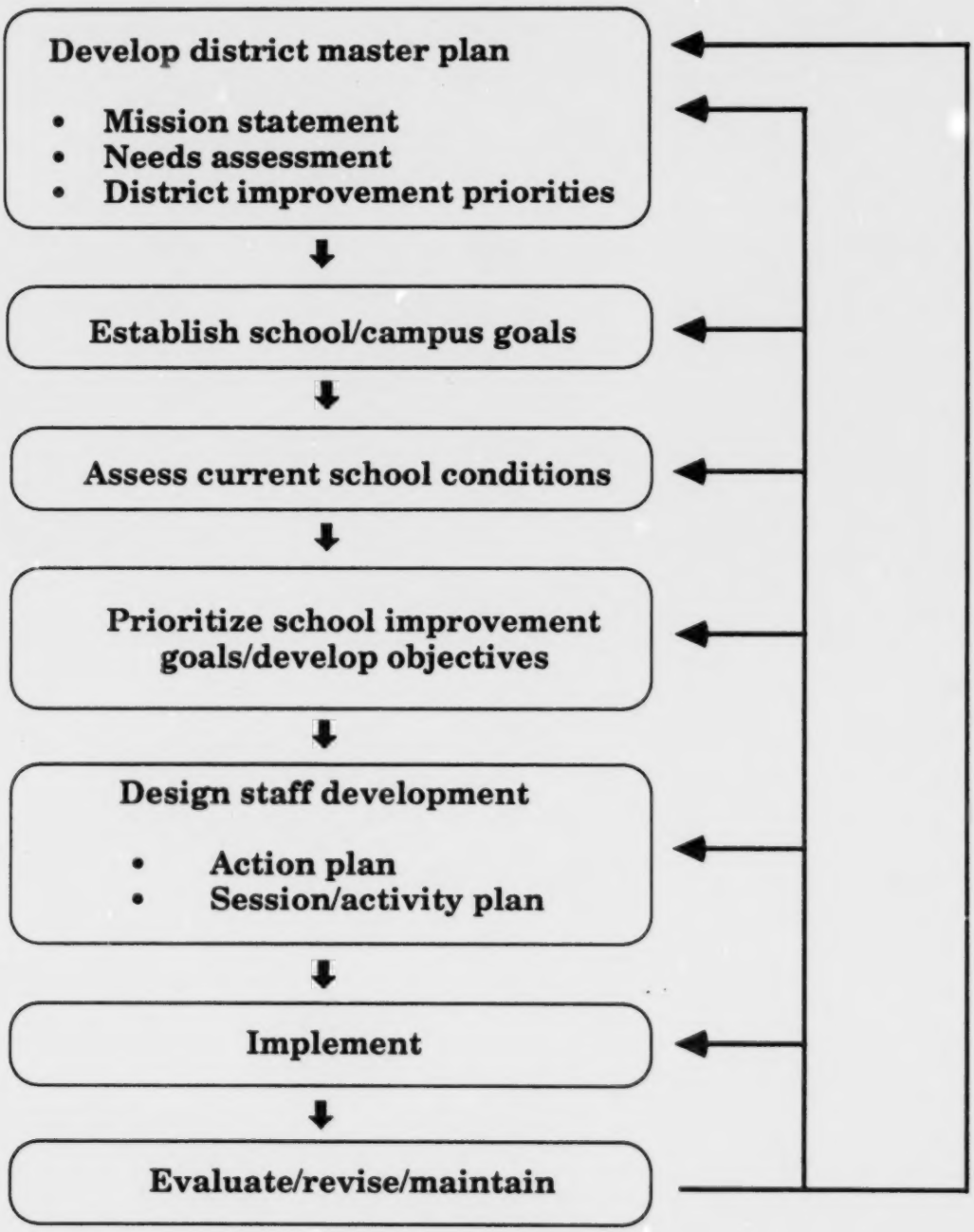
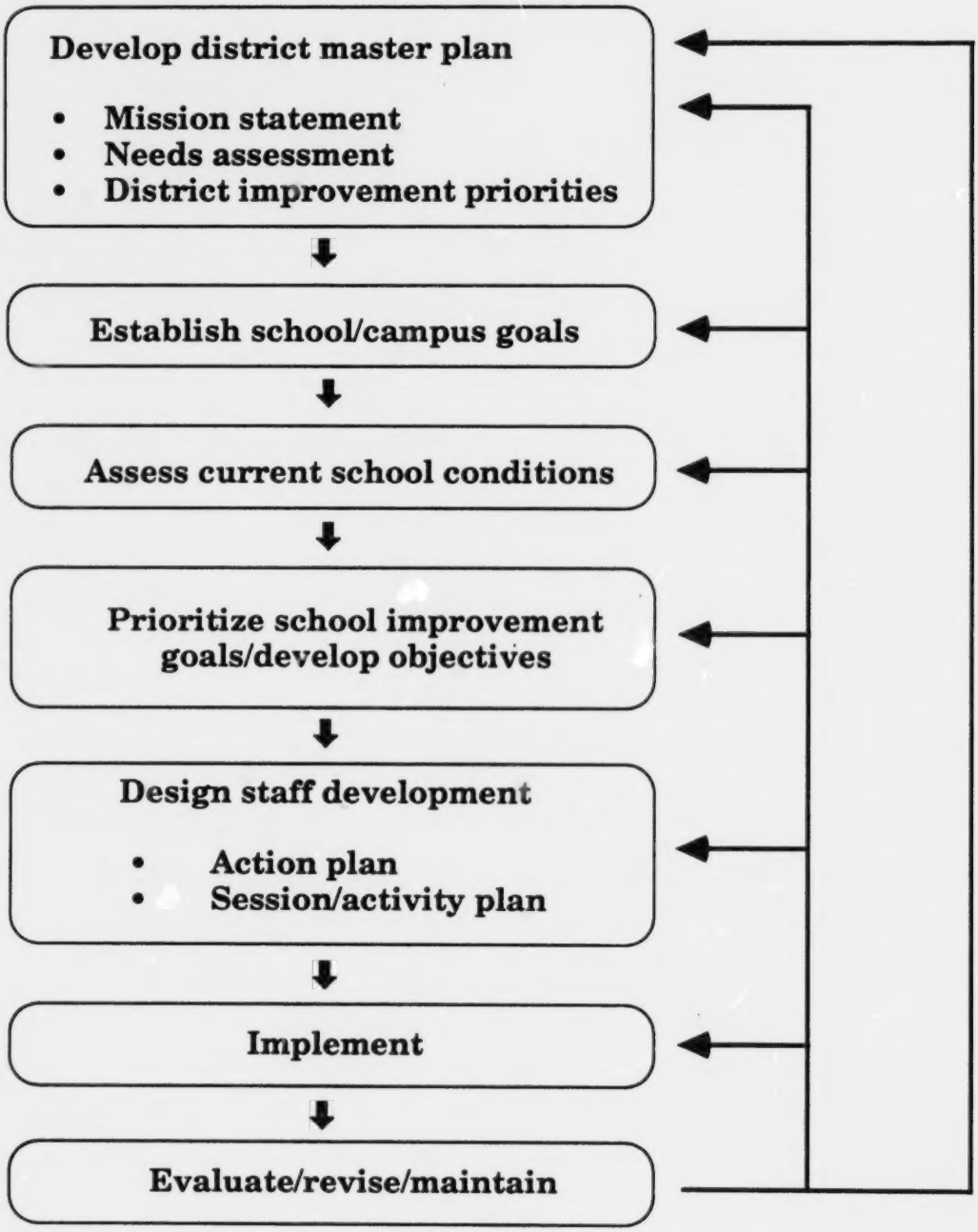
Systematic Staff Development for Rural, Small School Improvement



TP I-38

Systematic Staff Development for Rural, Small School Improvement



The people who are in the best position to improve the organization's productivity are the people who currently do the work of the organization.

Ron Waterman, 1988, *The Renewal Factor*

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Team - "a group of individuals who depend on each other and interact with each other."

Alvin Zander, 1982, *Making Groups Effective*

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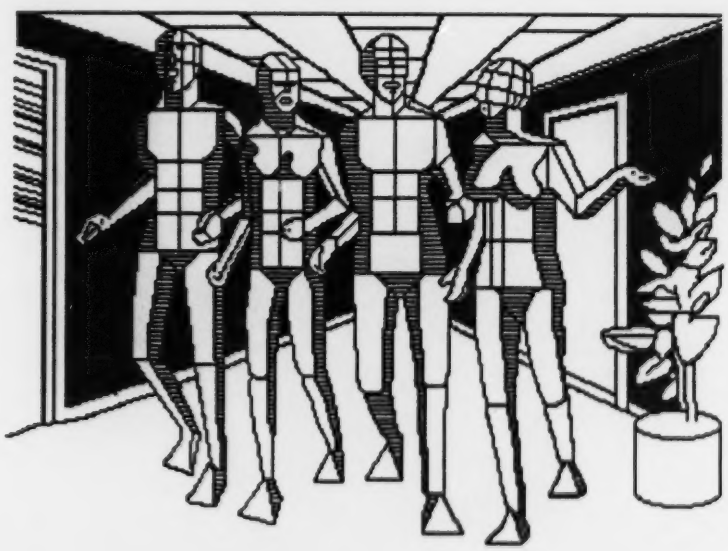
Before selecting a team, know:

1) what the team is going to do,

2) what members of the staff should be on the team,

3) what your selection options are.



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Team Functions:

1) **Create a school vision for professional staff proficiency and skills.**

2) **Develop school-based goal statements to address district and campus priorities.**

3) **Assess staff development needs related to goal statements.**

4) **Develop improvement goals.**

5) **Develop 3-5 year action plan.**

6) **Oversee the implementation of action plan.**

7) **Provide leadership throughout the process of incorporation of new practices.**

8) **Evaluate the action plan and recycle.**

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Selecting the Staff Development Leadership Team

★ Peer nomination

★ Principal's invitation

★ Call for volunteers

★ Enlist existing groups

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For each goal, address these considerations:

1) **If the goal statement contains the word "and" or in any way sets more than one direction, it counts as more than one goal.**

2) **Is it a worthy goal?**

3) **Is it broad enough so that all teachers can embrace it?**

4) **Is it result oriented?**

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District Priorities Survey Results
1990

Rank Order of Top Priorities Responses

Percent	*Rank*	*Item No.*	*Item*
94.9%	1	(19)	Higher salaries for employees
86.3%	2	(3)	Improve critical thinking skills
84.8%	3	(33)	Increase parental involvement in schools
84.6%	4	(15)	Improve student attendance
82.6%	5	(25)	Improve retiree insurance benefits
81.1%	6	(34)	Improve communications among schools and human services and other community agencies

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Desired Conditions

Needs Assessment

Current Conditions

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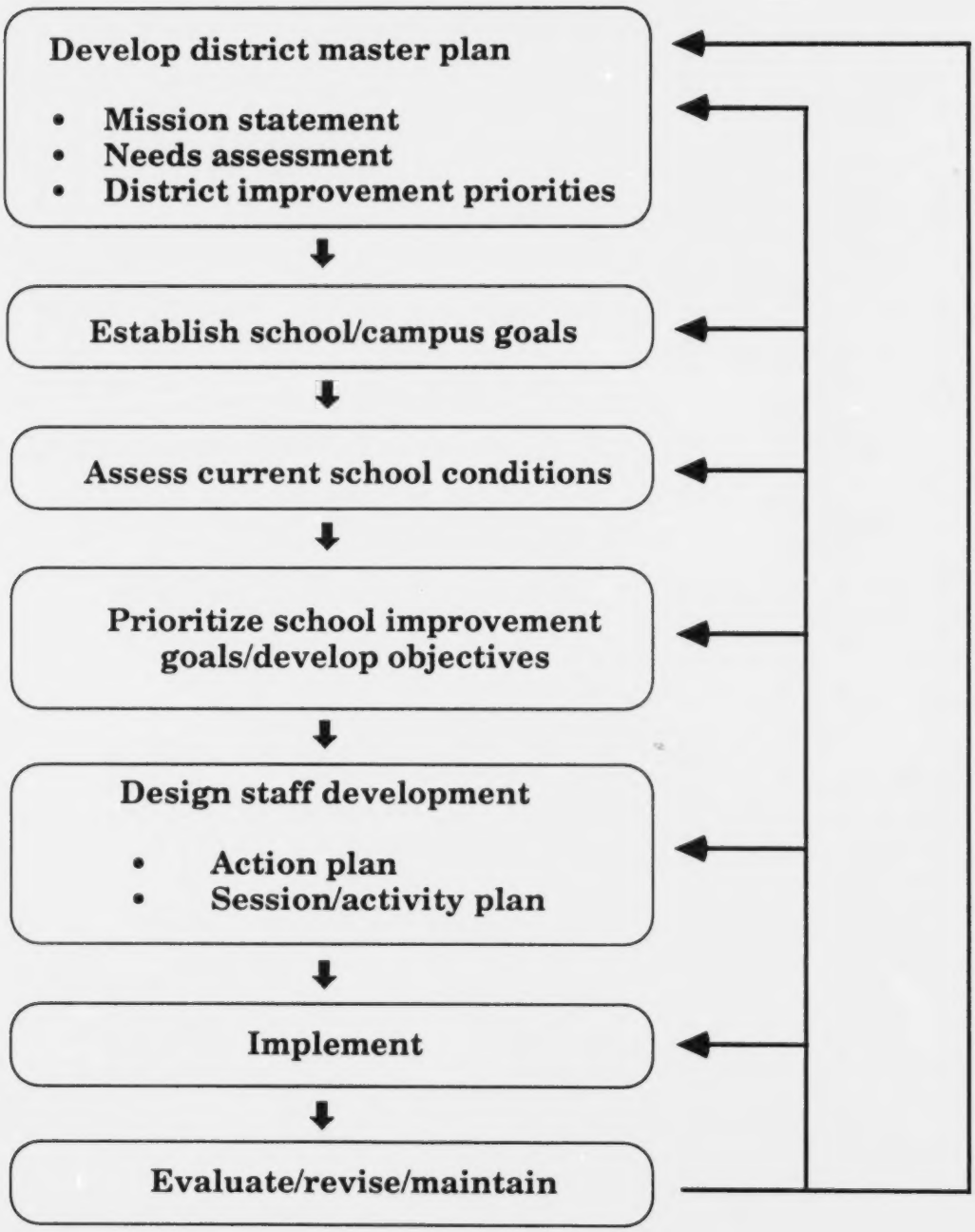

TP III-4

Needs Assessment Should:

- ◊ *Reveal discrepancies*
- ◊ *Indicate the degree of discrepancy*
- ◊ *Provide explanations for the discrepancies*
- ◊ *Prioritize goals*

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DATA

- Δ Campus
- Δ Staff
- Δ Student
- Δ Instruction and Curriculum

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Suncreek School District priorities related to staff development:

- **improve critical thinking skills**
- **increase parental involvement in schools**
- **improve student attendance**
- **improve communications among schools, human services, and other community agencies**

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Needs Assessment Process:

(1) Determine area of review

(2) Identify types of data needed

(3) Assemble available data

(4) Determine and generate additional data

(5) Organize and disaggregate data

(6) Analyze and interpret data

(7) Report results

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Questionnaires:

(1) Open-ended or forced response

(2) Representative sample

(3) Questions
- Clear meaning
- Free of bias

(4) Pilot study

(5) Mailing costs

(6) Low return rate

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Interviews:

(1) Structured or unstructured

(2) Telephone or in person

(3) Individual or group

(4) Require:

- more people
- more planning
- more training

(5) Representative sample

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Tips for conducting surveys:

(1) Plan the survey
- persons responsible
- schedule

(2) Keep it short

(3) Pay attention to timing

(4) Inform potential respondents

(5) Report results

(6) Publicize new programs resulting from survey

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Suncreek Independent School District

State Minimum Competency Test Data: District Summary

School Population: 1,287 | 47% Minority | 53% Anglo
51% Low SES* | 49% Non-Low SES

Mastery:	78%	1004
Non-mastery:	22%	283

	Minority		Anglo		Total	
Mastery	397	66%	607	89%	1004	78%
Non-mastery	208	34%	75	11%	283	22%

	Low SES		Non-Low SES		Total	
Mastery	410	62%	594	94%	1004	78%
Non-mastery	246	38%	37	6%	283	22%

* SES (Socioeconomic Status)

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Key Elements of Needs Assessment:

(1) **Involve participants in planning, prioritizing and decision-making**

(2) **Gather information from more than one source**

(3) **Needs assessment must be visibly related to program delivery**

(4) **Needs assessment should be an ongoing process**

(5) **Continual reassessment of needs requires flexibility in program design**

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STATE ASSESSMENT OF MINIMUM SKILLS

Optional District Demographic Performance Summary

Report of Date / Date of Testing / Grade / Campus / District Example 150	No. of Students Tested	MATHEMATICS OBJECTIVES — Percent of Students Demonstrating Mastery																		
		1 EQUIVALENCIES	2 FRACTIONS (+, -)	3 DECIMALS (x, ÷)	4 WORD PROBLEMS (+, -, x, ÷)	5 WORD PROBLEMS (ratio, proportion, percent)	6 PERSONAL FINANCE PROBLEMS	7 WORD PROBLEMS (measurement units)	8 AREAS OF RECTANGLES TRIANGLES	9 PROBABILITY	10 CHARTS GRAPHS	11 FORMULAS					AVERAGE NUMBER OF OBJECTIVES MASTERED	AVERAGE NUMBER OF ITEMS CORRECT	SCALED SCORE	MASTERING MATHEMATICS TEST
		1	2	3	4	5	6	7	8	9	10	11					OBJS	items	S S	%
All Students Tested	30	77	70	83	83	67	67	63	57	53	60	83					7.6	32.5	766	90
Ethnic Group																				
American Indian	0	.	.	.	.	.	.	.	.	.	.	.					.	.	.	.
Asian	0	.	.	.	.	.	.	.	.	.	.	.					.	.	.	.
Black	6	33	17	83	67	67	33	33	50	33	0	67					4.8	25.2	691	67
Hispanic	8	100	88	88	100	75	63	63	88	63	50	100					8.8	35.3	789	100
White	16	81	81	81	81	63	81	76	44	56	88	81					8.1	33.9	778	94
Sex																				
Male	17	82	71	82	82	59	65	65	59	47	59	82					7.5	32.2	756	82
Female	13	69	69	85	85	77	69	62	54	62	62	85					7.8	32.9	766	100
Meal Program	9	67	56	89	67	76	67	56	44	56	22	78					6.8	30.4	738	89
Participants	21	81	76	81	90	62	67	67	62	52	76	86					8.0	33.4	786	90
Non-participants																				
Chapter 1 Regular Program																				
Participants	0	.	.	.	.	.	.	.	.	.	.	.					.	.	.	.
Non-participants	30	77	70	83	83	67	67	63	57	53	60	83					7.6	32.5	766	90
Chapter 1 Migrant Programs																				
Remedial Mathematics	0	.	.	.	.	.	.	.	.	.	.	.					.	.	.	.
Remedial Reading	0	.	.	.	.	.	.	.	.	.	.	.					.	.	.	.
Remedial Writing	0	.	.	.	.	.	.	.	.	.	.	.					.	.	.	.
Eligible But Does Not Participate	0	.	.	.	.	.	.	.	.	.	.	.					.	.	.	.
Not Eligible	30	77	70	83	83	67	67	63	57	53	60	83					7.6	32.5	766	90

A

B

C

D

D

* No Data Reported For Groups With Fewer Than 5 Students

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(School District)
Campus Staff Development for School Improvement

Action Plan

19 ___ to 19 ___

Date: _____
Year 1 _____
Year 2 _____
Year 3 _____

School: _____

Address: _____

_____

Principal: _____

School Leadership Team:

name	position
name	position
name	position
name	position

District Priority:

School Goal:

Proposed Activities and Outcomes

Staff Development Objectives	Participants	Date	Expected Outcomes (teacher, student, etc.)	Achieved	Follow-up/Modifications Needed

(School District)

Campus Staff Development for School Improvement

Activity/Session Plan

Planning Date: _____

Session Date: _____

School: _____ School Leadership Team: _____

School Goal/Content Area: _____ No. of Participants: _____

Session Presenter(s): _____ Time: _____ Location: _____

Needs assessment information/rationale for session	Overal session objective (Action Plan)	Expected Outcomes (Action Plan)

Sequence	Learning Strategy/Activity	Materials	Time/Cost	Person Responsible/Notes
Introduction/Orientation to Training				
Objective 1.				
Objective 2.				
Objective 3.				
Evaluation*				

*include criteria for success

Total Cost

To design the individual sessions, team members need to determine:

- content to be taught
- objectives for each session
- audiences
- introduction or orientation to the overall session
- strategies to teach the content
- activities to practice the innovation
- follow-up and maintenance activities
- evaluation activities

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One day ≠ One training session

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(School District)
Campus Staff Development for School Improvement

Action Plan

19 90 to 19 91

Date: August 21, 1990
Year 1 90 - 91
Year 2 _____
Year 3 _____

School: Peaceful River Elementary School

Address: 400 West Main Street
Anytown, USA

Principal: Clayton C. Smith

School Leadership Team:

name	position
Rosemary Rosales	Team Leader
Caroline Spears	Upper Elementary
David Williams	Lower Elementary
Claudine Bolling	Parent

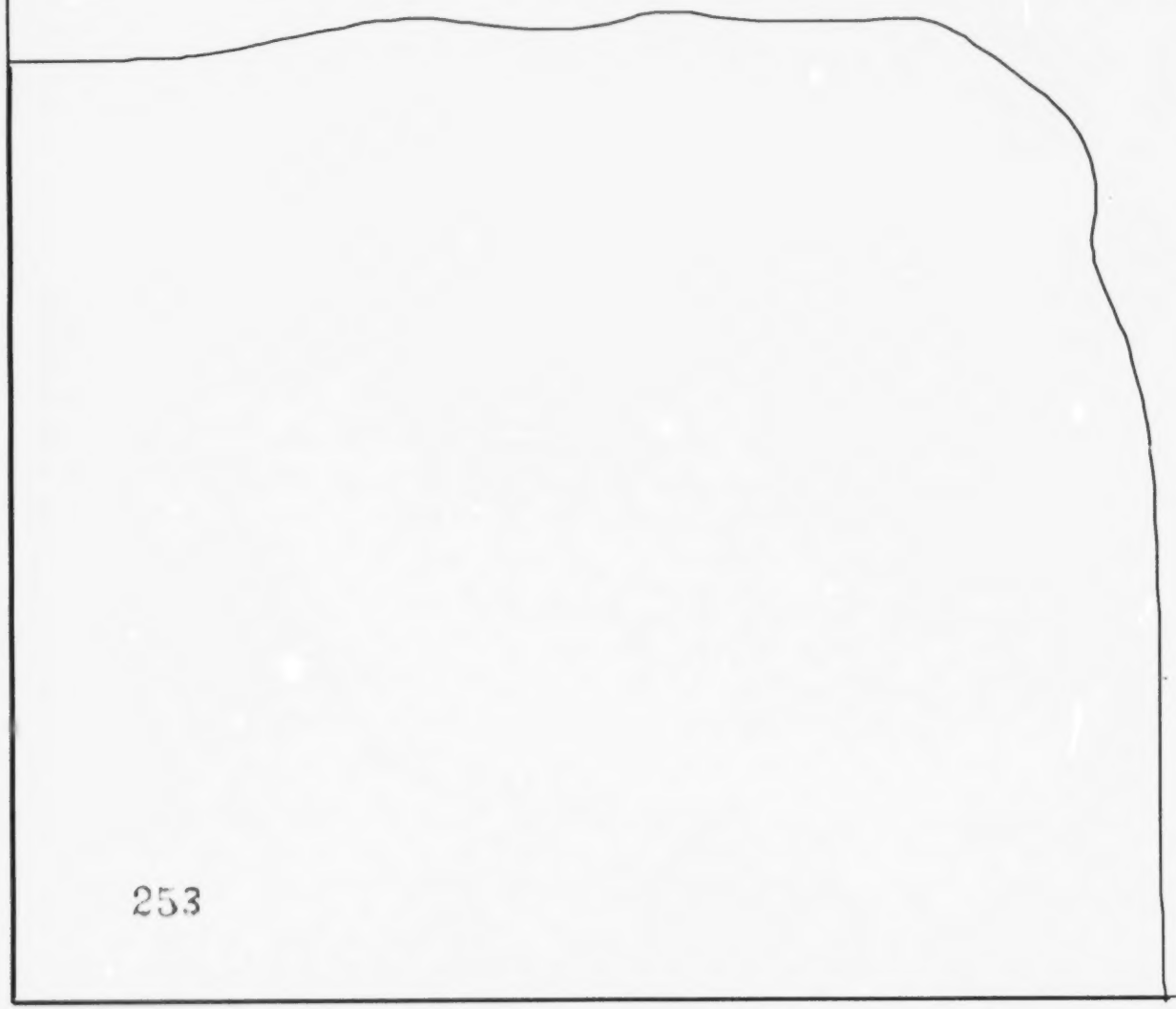
District Priority:
Promote the integration of science and technology into all content areas, making science relevant to students' everyday lives.

School Goal:
Through environmental conservation thematic units, students will use science and technology to reduce task, wasted materials, and energy comsumption.

Proposed Activities and Outcomes

Staff Development Objectives	Participants	Date	Expected Outcomes (teacher, student, etc.)	Achieved	Follow-up/Modifications Needed
1. Attend the Notincans Aluminum Company Environmental Awareness Seminar to investigate "KLEAN-Earth!" Program.	C. Spears (individual)	8/17/90	Determine feasibility of "KLEAN-Earth!" program; establish contacts with resource people.		
2. Develop school plan to implement a conservation project that will involve science instruction across all content areas (K-E! or some other project).	Faculty Parents	10/4/90 10/15/90 11/15/90 1/15/90	Campus plans and cooperative working relationship with business/community leaders.		
3. Develop thematic units to implement the project.	Grade level work groups on campus	12/14/90	Thematic Units for teachers to use in implementing environmental project (Implementation date: 5th six week period)		
4. Evaluate/revise school/community environmental project.	Faculty/community leaders	5/31/90	Revised thematic units plus reduced waste of materials and energy.		

Plan to Accommodate Individual and Group Needs



Individual (self-directed)

Large Group (collaborative)

Work Groups (collaborative, task-oriented)

School/Community, Work Groups

253

254

Overlay TP IV.5

(School District)

Campus Staff Development for School Improvement
Activity/Session Plan

Planning Date: 8/21/90
Session Date: 10/9/90

School: Peaceful River Elementary School Leadership Team: R. Rosales, C. Spears, C. Bolling, D. Williams
School Goal/Content Area: Science (Environmental): increasing student /staff conservation No. of Participants: 28 faculty, 6 others
Session Presenter(s): R. Rosales, A. Jarreau (NAC) Time: 8:30 - 3:30 Location: Cafetorium

Needs assessment information/rationale for session
Trash in area surrounding school (parent complaints); high utilities costs; and faculty survey indicating science instruction not relevant to students' interests.

Overall session objective (Action Plan)
Participants will adopt a school plan to implement the "KLEAN-Earth!" Program (Target Date: Spring 1991)

Expected Outcomes (Action Plan)
Cooperative working relationships established with community and increased student/faculty awareness of environmental impact as evidenced by reductions in litter, wasted materials and resources

Sequence	Learning Strategy/Activity	Materials	Time/Cost	Person Responsible/Notes
Introduction/Orientation to Training	Overview & Testimonial - large group	Handouts: program brochures and description		Chamber of Commerce representative, C. Spears
Objective 1. Participants will become familiar with the "KLEAN-Earth!" Program, including curriculum areas related to its content and activities.	Review content areas with large group: rationale for choice. View film.			Al Jarreau, Environmental Engineer, Notincans Aluminum Co.
Objective 2. Participants will identify ways to implement the "KLEAN-Earth!" Program at Peaceful River Elementary.	Brainstorm ways to involve school and community in project - Activities | Possible Resource Groups | Content Area(s)	Overhead projector, pens, blank transparency film.		R. Rosales (curriculum coordinator)
Objective 3. Participants will develop grade level plans to implement the "KLEAN-Earth!" Program.	In grade level groups, identify areas of focus for each grade level through nominal group process. Identify group representative for "KLEAN-Earth!" coordinating committee. Report outline of plan to large group.	4 flip charts - grade level groups - PreK, K; 1-2; 3-4; and 5-6. Forms to structure group plans/reports	$12.00 - see if business will donate	Facilitator: Curriculum Coord P.E. Teacher to Group 1 Counselor to Group 2 Resource Teacher to Group 3 Resource Teacher to Group 4
Evaluation* Participants will identify the content areas of curriculum which are related to "KLEAN-Earth!" and suggest information and resources needed to support the program	List reasons/ways to support the program; make suggestions for follow-up meeting; request additional information.	Overhead projector or flip chart		

*include criteria for success

Total Cost

(School District)
Campus Staff Development for School Improvement
Activity/Session Plan

Planning Date: August 18, 1990
Session Date: 10/15/90
11/15/90
1/15/91

School: Peaceful River Elementary School Leadership Team: R. Rosales, C. Spears, C. Bolling, D. Williams
School Goal/Content Area: Science (Environmental): increasing student/staff conservation No. of Participants: 150 parents (or more)
Session Presenter(s): K-E! Project committee members Time: TBA (PTA) Location: Elementary Cafeteria

Needs assessment information/rationale for session	**Overall session objective (Action Plan)**	**Expected Outcomes (Action Plan)**
District goal - to make science a relevant aspect of students' everyday lives by promoting science instruction across all subject areas.	Promote public awareness of environmental education; obtain volunteers from community to assist in project implementation.	Cooperative working relationships established through parental involvement

Sequence	Learning Strategy/Activity	Materials	Time/Cost	Person Responsible/Notes
Introduction/Orientation to Training Parents will become aware of the K-E! program; recruit local businesses for volunteers, materials and refreshments.	View videotape, distribute literature outline plan in general (with timelines).	Campus plans, K- E! literature, VCR monitor and videotape	30 minutes	C. Bolling, Chamber of Commerce representative and K-E! Project Committee Chairperson
Objective 1. (11/15) Parents will participate in planning activities for the implementation of K-E! (Develop **their** action plan)	Parents will meet by grade levels to review proposed activities, brainstorm ways they can offer assistance.	Pencils, sign-up sheets for materials needed and for committees.	60 minutes	Grade level representatives on K-E! Project Committee
Objective 2. (1/15) Parents will assist in implementation of K-E! by coordinating efforts with those of teachers.	Form committees, designate representative to K-E! Parent Advisory Committee; meet with committees by grade level with teachers.	Provide resources for committee members.	60 minutes	K-E! Project Committee and the Notincans Co. representative
Objective 3. (Spring, 1991) Parents and teachers will coordinate implementation activities.	K-E! Parent Advisory committee and faculty committees meet.	Notincans Co.- refreshments	90 minutes	K-E! Faculty and parent committees
Evaluation* - **4 levels** 1) Students will report their findings regarding the grade level conservation projects. 2) Parents and community leaders will share their impressions. 3) Teachers will report student outcomes. 4) Administration will report energy/material consumption before and after project.	Student work displayed; student reports to PTA Parent/leaders' reports to PTA Teachers' and administrators' reports to PTA, newspaper and Notincans Co.	Possibly an evaluation survey of parents and teachers.	Time to conduct survey and duplication costs	K-E! Project Committee

*include criteria for success

TD IV-7

Total Cost

Every audience is different, and effective training is tailored to suit the needs of each.

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Staff Development Activities

Types of Activities	Most Common	Most Fun

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Learning is directly proportional to the amount of fun you have.

Robert W. Pike. (1989). *Creative training techniques handbook*. Minneapolis, MN: Lakewood Books.

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Adult learners have an experiential knowledge base, are self-directed, and learn through problem-solving.

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Characteristics of teachers:

- reluctant
- growth-seeking

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Implementation of an innovation requires decisions about:

- Orientation
- Schedule for implementation
- Participants' responsibilities in implementation
- Incentives for participation
- Follow-up and maintenance activities
- On-going review

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Orientation session:

Full knowledge of the innovation and complete understanding of the plans for its implementation are critical to success.

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What are the incentives for the individual to implement the innovation?

- School improvement
- Group recognition
- Personal incentives

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Who will be the coach?

- specialist
- peer
- more experienced teacher

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Implementation Review:

1. Gather data from a variety of sources
    - student achievement
    - interviews
    - questionnaires
    - records and logs
    - teacher observation
2. Gather, organize, interpret data

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Implementation Questions:

1. Is implementation on schedule?
2. What activities seem to increase the use of the innovation?
3. Does the schedule need to be modified?
4. What are the concerns of the participants?
5. Are modifications, which would make the innovation more effective, indicated?
6. Is the innovation achieving the expected effect?
7. Do teachers report that use of the innovation is resulting in improved student learning?

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Communicate

the

findings.

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Maintaining the Vision:

1. **Incorporate the change into district policies and procedures**

2. **Incorporate the change into the district budget**

3. **Purchase and disseminate materials routinely**

4. **Plan training for new staff members and refresher courses for faculty and other appropriate individuals**

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"Teamwork is the quintessential contradiction of a society grounded in individual achievement."

From: Weisbord, M. (1988) Teamwork: Building productive relation ships. In W.B. Reddy & K. Jamison (Eds.), *Team building: Blueprints for productivity & satisfaction.* San Diego, CA: University Associates.

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The Task
(SSD Plan)

Effective Teamwork

The Process
(Problem Solving)

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The Problem-Solving Process

1) Elaborate on/clarify problem.

2) Generate alternatives.

3) Weigh alternatives.

4) Make decision.

5) Assign responsibility for implementation.

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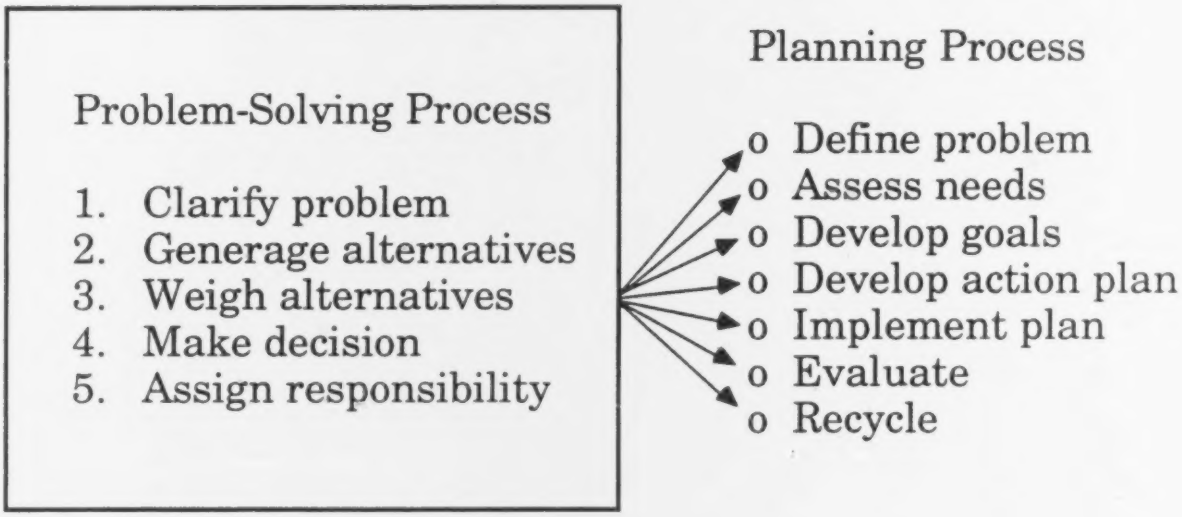

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Generating Alternatives:

- Brainstorming
- Buzz Groups

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Weighing Alternatives:

- Force Field Analysis
- Weighted Decision Matrix

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Force Field Analysis Concept

Positive Forces + (benefits)	- Negative Forces (barriers)
What are the forces working *for* the solution, inside or outside the group?	What are the forces working *against* the solution, inside or outside of the group?
→	←
→	←
→	←

From: Miller, R. (1987). *Team planning for educational leaders.* Philadelphia: Research for Better Schools.

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Force Field Analysis Questions

Postive Forces - benefits + **— Negative Forces - barriers**

- **How important is each force? Is it a real one?**
- **Can any negative forces be turned into positive ones? Neutralized? Can positive forces be strengthened?**
- **If the negative forces significantly outweigh the positive ones, will it be too difficult to overcome the negative forces? If so, is that alternative still a viable solution?**
- **If the positive and negative forces are equal, will those involved with the positive forces be strong enough to overpower the negative ones?**

From: **Miller, R. (1987). *Team planning for educational leaders.* Philadelphia: Research for Better Schools.**

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The Process for Weighted Decision Making

1. List options (alternatives).

   A. _____
   B. _____
   C. _____
   D. _____
   E. _____

2. Decide on critical attributes.

ATTRIBUTES	OPTIONS				
	A	B	C	D	E
Not disruptive to instruction					
Causes no hardship for other teachers					
Causes no hardship for team members					
Provides adequate amount of time					
All team members can be present most of the time					
Total Scores					

3. Decide on weights.

4. Enter and total scores.

5. Evaluate outcomes, modifying as needed.

6. Repeat process if necessary.

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Reaching Consensus

- ✓ **Do not vote. Voting will split the team into "winners" and "losers" and will encourage "either-or" thinking when there may be other ways. Voting will foster argument rather than rational discussion and consequently harm the group processes that underlie effective teamwork.**

- ✓ **Do not reach early, quick, easy agreements and compromises. They are often based on erroneous assumptions that need to be challenged.**

- ✓ **Do not compete internally. Either the team wins or no one wins.**

- ✓ **Listen and pay attention to what others have to say. This is one of the most important aspects of reaching consensus.**

- ✓ **Try to get underlying assumptions out into the open where they can be discussed.**

- ✓ **Encourage everyone, particularly the quieter ones, to offer their ideas.**

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Reasons Teams Fail

- ✗ **Members do not understand the function, purpose, or goals of the team's effort.**
- ✗ **Members do not know what their roles are or what tasks are their responsibility.**
- ✗ **Members do not understand how to do their tasks or how to work as part of a team.**
- ✗ **Members do not "buy into" the function, purpose, or goals of the team's effort or they reject their roles or responsibilities.**

From: Miller, R. (1987). *Team planning for effective educational leadership*. Philadelphia: Research for Better Schools

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☆☆☆ *Leadership Styles* ☆☆☆

- ☆ *Concern for Task*
- ☆ *Concern for People*
- ☆ *Concern for Both (Team Leader)*

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Leadership Development

From the beginning, tell the team what responsibilities they will eventually have to assume if **they** want **their** project to succeed.

Provide some initial leadership opportunities by encouraging planning team members to handle meetings in which they report to non-participants about the project's progress.

Between planning meetings, make assignments that require members to talk informally to staff members, such as soliciting input, ideas, or opinions from non-participants.

Adapted from: Corbett, H. D., & D'Amica, J. J. (1987). *Context and Change: A Training Program for School Improvement.* Philadelphia: Research for Better Schools.

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Conflict:

1) ... situations in which the concerns of 2 people appear to be incompatible.

2) ...a process that begins when one of the parties in the interaction perceives that another has frustrated, or is about to frustrate, one of his or her needs or concerns.

3) ...may arise from differences in interests, desires, or values or from scarcity of some resources such as time, space, and position; or it may reflect rivalry in which one person tries to outdo or undo the other.

4) ...is unavoidable.

From: Phillips, S. L. ,& Elledge, R. L. (1989). *The team-building source book.* San Diego, CA: University Associates.

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Conflict Content

Facts: People see the same fact from distinctly different viewpoints.

Methods: People disagree on how to do something.

Goals: The goals toward which people work are different.

Values: People differ in their basic values.

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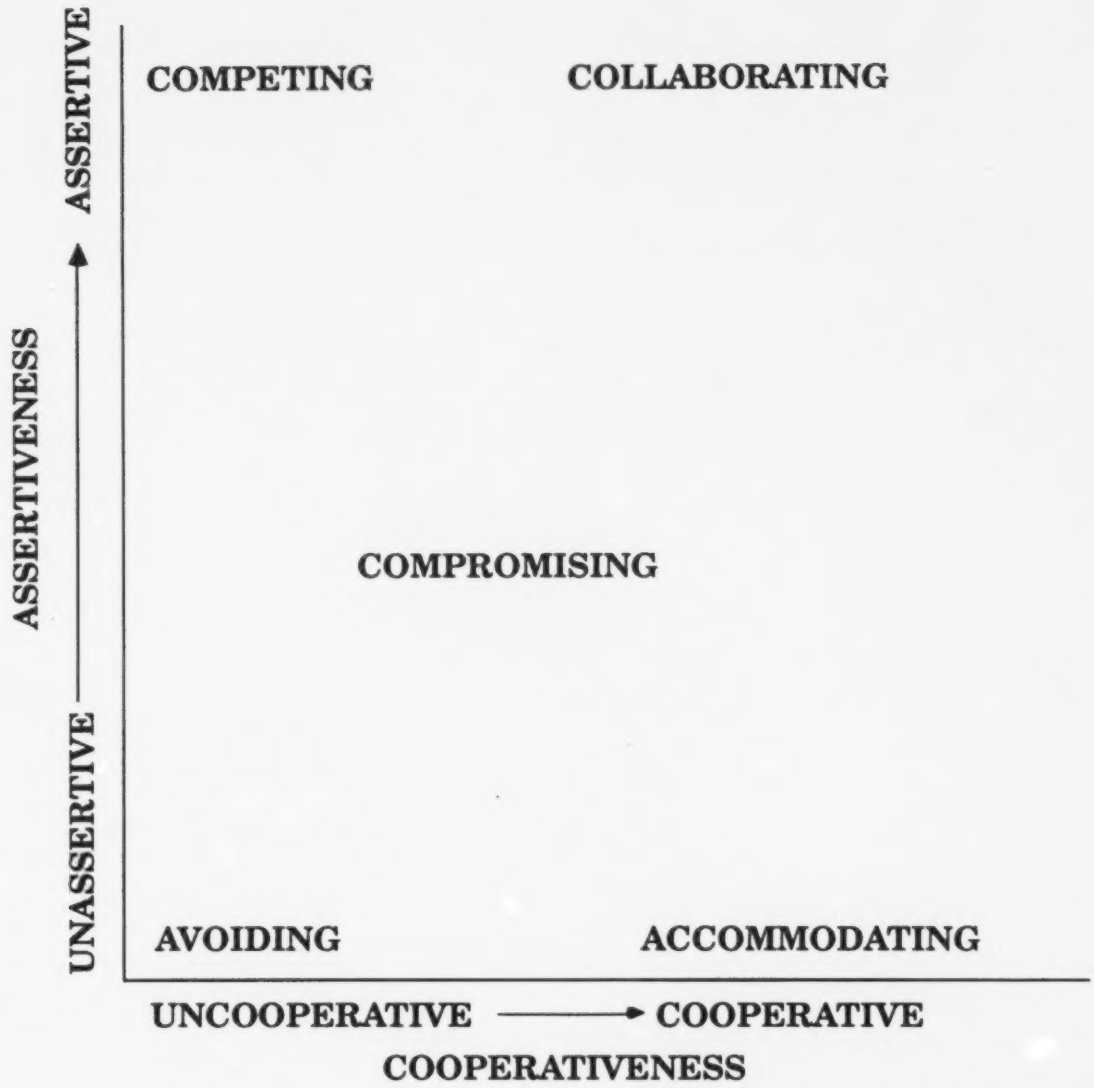
Conflict Style



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Conflict Management

Thomas-Kilmann	Conflict Style Survey
Avoiding (uncooperative/unassertive)	Avoiding/Reactive
Accommodating (cooperative/unassertive)	Observant/Introspective
Competing (uncooperative/assertive)	Aggressive/Confrontive
Collaborative (cooperative/assertive)	Assertive/Persuasive
Compromising (intermediate in cooperative/assertive)	

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When to Compete

1. When quick, decisive action is needed.

2. On important issues for which unpopular courses of action need implementing.

3. On issues vital to the welfare of the organization when one knows one is right.

4. When protection is needed against people who take advantage of noncompetitive behavior.

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Negative Outcomes of Conflict

1. **Decreased productivity.**
2. **Relevant information not being shared.**
3. **Unpleasant emotional experiences.**
4. **Environmental stress.**
5. **Excessive consumption of time.**
6. **Decision-making process disrupted.**
7. **Poor work relationships.**
8. **Misallocation of resources.**
9. **Impaired organizational commitments.**

From: **Phillips, S. L., & Elledge, R. L. (1989) *The team-building source book*. San Diego: University Associates, Inc.**

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Positive Outcomes of Conflict

1. **Increased motivation and creativity.**

2. **Healthy interactions/involvement stimulated.**

3. **Number of identified alternatives increased.**

4. **Increased understanding of others.**

5. **People forced to clarify ideas more effectively.**

6. **Feelings aired out.**

7. **Opportunity to change bothersome things.**

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External Barriers to Team Effectiveness

- **insufficient administrative support**

- **failure of the team members to follow through with leadership responsibilities**

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Unclear Administrative Support

- lack of communication of vision
- lack of resource dedication
- overloading of staff with conflicting priorities
- lack of buffering the change process
- lack of pressing for incorporation of change
- failure to provide incentives for change

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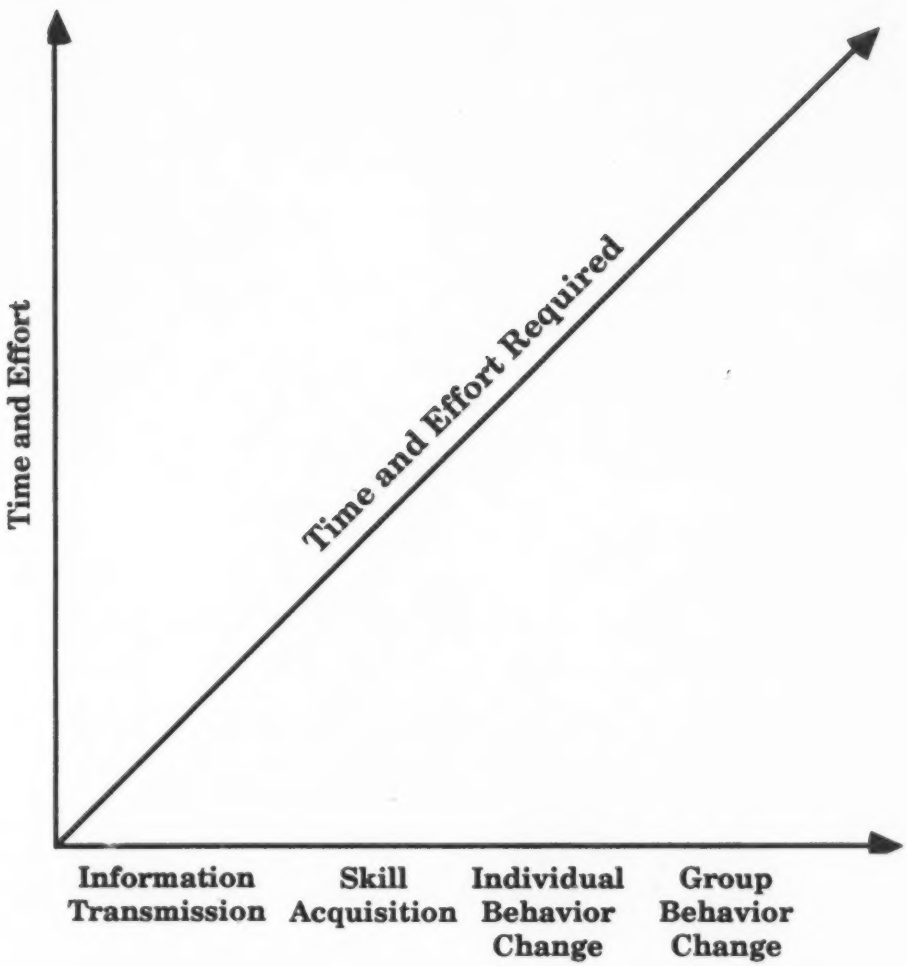
Time and Effort Required for Change



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Stages of Concern: Typical Expressions of Concern about the Innovation

	Stages of Concern	Expressions of Concern
IMPACT	6 Refocusing	I have some ideas about something that would work even better.
	5 Collaboration	I am concerned about relating what I am doing with what other instructors are doing.
	4 Consequence	How is my use affecting kids?
TASK	3 Management	I seem to be spending all my time getting material ready.
SELF	2 Personal	How will using it affect me?
	1 Informational	I would like to know more about it.
	0 Awareness	I am not concerned about it (the innovation).

From: Hord, S.M., Rutherford, W. L., Huling-Austin, L., & Hall., G. E. (1987). *Taking Charge of Change* . Alexandria, VA: Association for Supervision and Curriculum Development.

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Levels of Use of the Innovation

	Level of Use	Indicators
VI	Renewal	User explores modifications or alternatives to innovation
V	Integration	User combines own efforts with related activities of colleagues to increase impact.
IVB	Refinement	User varies use of innovation to increase impact.
IVA	Routine	Use of innovation is stabilized.
III	Mechanical use	User focuses on short-term, day-to-day use of innovation.
II	Preparation	User preparing for first use.
I	Orientation	User is acquiring information about innovation.
0	Non-Use	User has no knowledge and no involvement with innovation.

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Year-end Implementation of an Innovation:

1) 5% - not using

2) 5% - preparation stage

3) 65% - mechanical use

4) 20% - routine use

5) 5% - refinement

From: Hall, G. E. & Hord, S. M. (1984). *Change in Schools: Facilitating the Process.*. Albany: State University of New York Press.

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